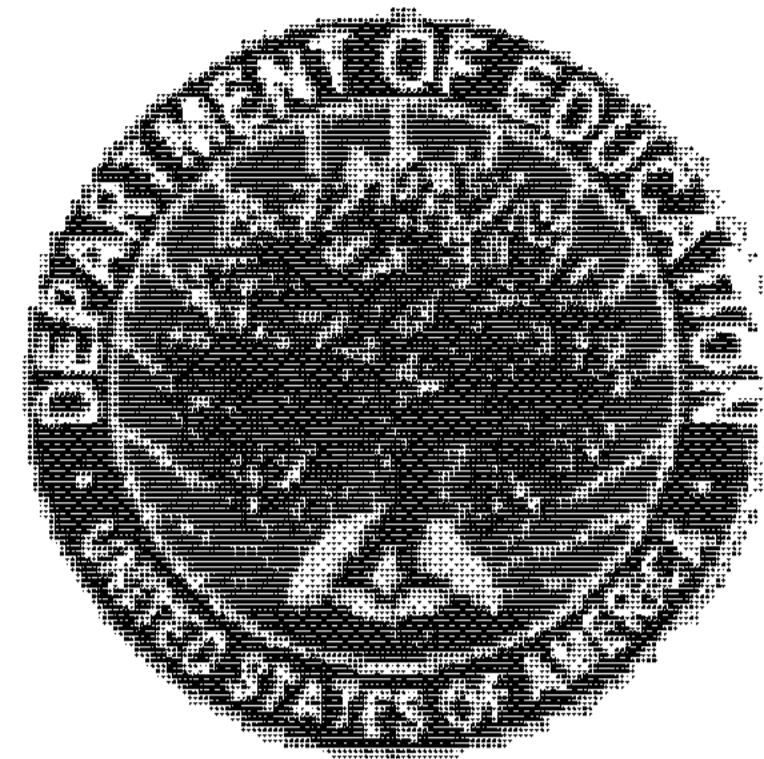


# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**TEACHER QUALITY PARTNERSHIP GRANTS PROGRAM  
CFDA # 84.405A  
PR/Award # U405A090013**

OMB No. 1894-0006, Expiration Date: 09/30/2011  
Closing Date: JUL 23, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by

e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/22/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
37-6000511	NA

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: The Board of Trustees of the University of Illinois

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
376000511	098987217

**d. Address:**

* Street1:	mb 502, m/c 551
Street2:	809 South Marshfield avenue
* City:	Chicago
County:	
State:	IL
Province:	
* Country:	USA
* Zip / Postal Code:	60612

**e. Organizational Unit:**

Department Name:	Division Name:
College of Education	

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:	Mr.	* First Name:	Luis
Middle Name:			

\* Last Name: Vargas

Suffix:

Title: Executive Director, Office of Research Services

Organizational Affiliation:

University of Illinois at Chicago

\* Telephone  
Number:

(312)996-2862

Fax Number:

(312)996-9005

\* Email: AWARDS@UIC.EDU

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.405A

CFDA Title:

Teacher Quality Partnership Grants Program

**\* 12. Funding Opportunity Number:**

052709-001

Title:

Teacher Quality Partnership Program

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

**\* 15. Descriptive Title of Applicant's Project:**

Chicago Teacher Pipeline Partnership

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: 7th district

\* b. Program/Project: 7th district

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2009

\* b. End Date: 9/30/2014

**18. Estimated Funding (\$):**

a. Federal	\$ 16492258
b. Applicant	\$ 0
c. State	\$
d. Local	\$
e. Other	\$ 0
f. Program Income	\$
g. TOTAL	\$ 16492258

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**\*\* I AGREE**

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Mr. \* First Name: Larry  
Middle Name:  
\* Last Name: Danziger  
Suffix:

Title: Interim Vice Chancellor f

\* Telephone Number: (312)996-2862 Fax Number: (312)996-9005

\* Email: AWARDS@UIC.EDU

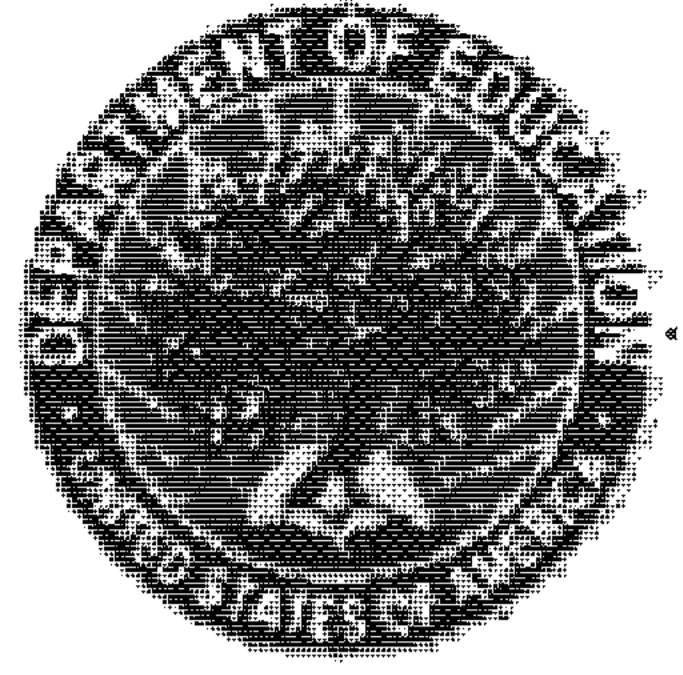
\* Signature of Authorized Representative: \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
The Board of Trustees of the Uni...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

\*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: [ ] ED [X] Other (please specify): Office of Naval Research The Indirect Cost Rate is 8%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[ ] Is included in your approved Indirect Cost Rate Agreement? or, [X] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8%





**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
The Board of Trustees of the Uni...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

Budget Categories

(b)(4)

1. Personnel

2. Fringe Benefits

3. Travel

4. Equipment

5. Supplies

6. Contractual

7. Construction

8. Other

9. Total Direct Costs  
(lines 1-8)

10. Indirect Costs

11. Training Stipends

12. Total Costs (lines 9-11)

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Larry Danziger

**Title:** Interim Vice Chancellor for Research

**Date Submitted:** 06/25/2009

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: The Board of Trustees of the University Address: 809 S. Marshfield Avenue MB 502, M/C 551 City: Chicago, Illinois 60612-7 State: IL Zip Code + 4: 60612-7205  <b>Congressional District, if known: 07</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known: N/A</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Larry Danziger Title: Interim Vice Chancellor for Research Applicant: The Board of Trustees of the University of Illinois Date: 06/26/2009	
<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### APPLICANT'S ORGANIZATION

The Board of Trustees of the University of Illinois

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr      First Name: Larry      Middle Name:

Last Name: Danziger      Suffix:

Title: Interim Vice Chancellor for Research

Signature:

Date:

06/25/2009

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

## Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : Equitable Access and Participation

File : C:\Documents and Settings\Jim Ziegler\Application

Data\Qualcomm\Eudora\Imap\Dominant\INBOX\Attach\TQP GEPA 427 Final.doc

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## **EQUITABLE ACCESS AND PARTICIPATION: Compliance with Section 427 of the General Education Provisions Act (GEPA): Ensuring Equitable Access to the Program**

### **Non-Discrimination Policy for Project Employees and Participants**

The non-discrimination laws of the State of Illinois bind Chicago Public School District 299. The District publishes written non-discrimination policies assuring that no person will encounter discrimination in employment or education on the basis of color, handicap, national origin, race, religion, gender, sexual orientation, or veteran's status. This law and these policies will protect all project employees and program participants.

### **Quality of Plan for Employing Qualified Persons with Diverse Backgrounds**

District 299 will assure a diverse applicant pool by advertising position vacancies in mainstream and niche market newspapers and include statements within the announcements indicating that the district is an equal opportunity employer.

For example, since District 299 has very few teachers endorsed in math, science, reading, we will need to recruit applicants to fulfill these high need teacher positions. As part of the search and screen effort, advertisements will be placed in a variety of local newspapers, including those frequently read by minority persons such as: the Chicago Tribune, Chicago Sun-Times, Chicago Defender, Hoy, and La Raza.

Direct relationships and contacts will also be made with the Mathematics, Science and Departments of area universities for their help in identifying teachers from underrepresented populations who have recently completed endorsements in the desired disciplines who appear as good candidates for these positions. These area universities include Northeastern Illinois University, Loyola University Chicago, National-Louis University and University of Illinois Chicago.

Vacancies in project staff will be filled utilizing established procedures for the search, screening, and selection of candidates. The criteria for rating qualified candidates will be established prior to the initiation of search, and all candidates will be scored using a standard rubric. Preference will be given to the hiring of staff from the ethnic/racial groups being served by the district. Maintaining diversity among staff will be a goal throughout the project.

### **Quality Plan for Recruiting and Selecting Diverse Teacher Participants**

Project participants will consist of student teacher candidates, cooperating teacher, first year teacher candidates and mentoring teachers. Project staff will meet with administrators and faculty at project schools to assure the recruitment and selection of diverse groups of participants including encouraging the involvement of both men and women and people with disabilities in this professional development project.



As outlined in the proposal, project schools serve widely diverse, minority populations. Every effort will be made to increase the cultural competencies of the current faculty members and to recruit and train new teacher who reflect this diversity of language and culture.

Moreover, the proposal also details the development of a Recruitment, Selection, and Retention Workgroup. This group will work closely with project staff to develop and implement an aggressive recruitment and marketing strategy aimed at CPS students and those interested in working in Chicago Public Schools high-need schools. Strategies will be drawn from successful models from all four universities. For example, Northeastern Illinois University has recently launched a successful, large-scale, community-based teacher recruitment program that to date has recruited 85 teacher candidates from underrepresented groups from underrepresented groups. The University of Illinois Chicago has a full time recruitment director who specifically recruits students from Chicago Public Schools high schools with populations that are predominantly African American and Latino. University of Illinois Chicago also has a financial aid coordinator who pursues financial aid, scholarship, and fellowship opportunities for prospective teachers of color. National-Louis University is the 4th most diverse master's-granting university in Illinois and grants the 8th most master's degrees in education to African-Americans in the nation. The Partnership's combined resources will enable strong recruitment of minority candidates.

Project activities will take place, to the extent possible, within the context of the regular school day in an effort to maximize participation of individuals for whom professional development outside their work schedules is a hardship, i.e., single parents and other adults with care-giving responsibilities for older family members.

### **Access to Facilities**

All District 299 buildings meet the ADA and State of Illinois requirements for handicapped accessibility. All facilities that will be used by this project will be accessible to the handicapped.

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Ginger	M	Reynolds	

Address:

\* Street1: 2200 N. Leavitt, #2  
 Street2:  
 \* City: Chicago  
 County:  
 \* State: IL\* Zip / Postal Code: 60647 \* Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(815)383-5399	

Email Address:

GINGER@GINGERREYNOLDS.COM

**2. Applicant Experience**

Novice Applicant                       Yes                       No                       Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes                       No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes    Provide Exemption(s) #:

No    Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title : Nonexempt Research Narrative  
 File : C:\Documents and Settings\Jim Ziegler\Application



## B. Nonexempt Research Narrative

- 1. Human Subjects Involvement and Characteristics:** The first population will include student teacher candidates from diverse backgrounds attending Loyola University Chicago, National-Louis University, Northeastern Illinois University, and the University of Illinois Chicago. They will range in age from 18 through 25 years. The total number of student teacher candidates will not exceed 600 for the duration of the project. The second population will include students from diverse backgrounds that are taught by the student teacher candidates in this study and are attending the Chicago Public Schools. They will range in age from 5 through 13 years. The total number of students will not exceed 18,000 for the duration of the project. Those who are not able to participate in standardized testing will not be included in the population. The rationale for choosing student teacher candidates and students from diverse backgrounds is that the purpose of the study is to look at ways to effectively recruit, prepare and support mathematics, science and reading endorsed teachers from underrepresented groups to meet the needs of students from schools that serve students from diverse backgrounds.
- 2. Sources of Materials:** The sources of data collected on the first population will be an assessment of student teacher candidate basic skills knowledge (Praxis I and Illinois Basic Skills Test) and content knowledge (Praxis II scores), an assessment related to entry skills and dispositions that predict the likelihood of success of high needs students (Star Teacher Pre-Screener-Haberman, 2004), candidate performance benchmark assessment (Charlotte Danielson Teacher Evaluation Rubric and/or Teacher Performance Assessment) and the collection of teacher candidate hires as well as retention data in the high needs Lead Education Agency. The source of data collected on the second population will be the students' standardized test scores. Standardized test score data reflects existing data that is normally collected on each student.
- 3. Recruitment and Informed Consent:** Recruitment of schools is based on two aspects. The first consists of the school's ability to meet the selection criteria (demographics, low-income status and mobility rates) required of the Teacher Quality Partnership Federal grant. The second is in regards to the schools' willingness to participate in the evaluation of the project, which is funded through the Teacher Quality Partnership Federal Grant. Consent for student participation will be done through Chicago Public Schools, Office of Specialized Services, following the rules and regulations set out by the Chicago Board of Education. There is a written commitment to this from Chicago Public Schools that is attached to this proposal.
- 4. Potential Risks:** The potential risk is minimal, and contained to the group, who may not benefit from having content endorsed novice teachers during the implementation of the project.
- 5. Protection Against Risk:** To protect against this risk, the teachers will be implementing their current instructional methods with rigor. If the data collected from the project indicates positive results, the Partnership will adopt the implementation of the teacher preparation reforms thereby benefiting all students.

6. **Importance of the knowledge to be gained:** The significance of this study is that it will provide a teacher preparation model that will effectively prepare highly qualified teacher candidates to meet the needs of diverse students in high needs schools. The project aims to also provide ongoing support of novice teachers in an effort to retain teachers in high needs schools.
  
7. **Collaborating Sites:** The research will take place in Chicago Public Schools. Chicago Public Schools are partners in this study and have agreed to make their sites available. This agreement is in writing and attached to the proposal.

# Project Narrative

## ED Abstract Narrative Form

Attachment 1:

Title: **Abstract** Pages: **0** Uploaded File: **Final Abstract-lm-vc.pdf**

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## ABSTRACT

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A strong, broadly based partnership including four Chicago-based universities, Chicago Public Schools (CPS), and twenty high-need CPS K-8 elementary schools seeks funding in the amount of \$16.4 million to implement and institutionalize a new model for preparing highly qualified teachers (**Absolute Priority 1**). The model, the Chicago Teacher Pipeline Partnership (CTPP), features sweeping reforms that will transform the pre-baccalaureate programs of four partner universities: Loyola University Chicago, National-Louis University, Northeastern Illinois University, and the University of Illinois Chicago. The CTPP partnership actively involves the Council of Chicago Area Deans of Education (CCADE) and The Chicago Community Trust, and has strong support of the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE) (**Competitive Priority 4**).

CTPP will implement significant reforms to improve three essential components of the teacher preparation pipeline: 1) Recruitment and Selection; 2) Teacher Preparation; and 3) Teacher Development and Support. The governing goal for CTPP is to increase capacity across the four universities to build coherent, consistent, and aligned elementary teacher preparation and induction programs that meet CPS needs and that can be rigorously and effectively evaluated (**Competitive Priority 1**). Building on partner strengths and increasing capacity, Partnership Work Groups will develop and initiate the elements of these reforms: *Candidate Assessment*, using research-based practices including the Danielson Framework (**Competitive Priority 1**); *Recruitment and Selection* by raising the academic qualifications of prospective teacher candidates, and the number of teacher candidates from underrepresented populations (**Competitive Priority 3**); *Quality of Pre-Baccalaureate Preparation* by improving the quality and relevance of coursework in the content areas and in differentiated instruction; *Teacher*

*Leadership* by creating professional communities that support teacher leadership structures in our twenty partner schools and by creating courses that fulfill the requirements of the State's Teacher Leader endorsement (**Competitive Priority 2**).

The CTPP presents a powerful vision for the transformation of elementary teacher preparation, as well as a well-developed plan not to only manage and implement this vision, but also to rigorously evaluate project impact on student achievement. Through its network of committed partners, the CTPP will create a replicable model for preparing teachers who will ensure successful learning outcomes for students in Chicago and Illinois.



# Project Narrative

## Project Narrative Attachment Form

### Attachment 1:

Title: **Project Narrative** Pages: **0** Uploaded File: **C:\docume~1\jimzie~1\applic~1\qualcomm\eutora\imap\dominant\inbox\attach\FINAL CTPP with TOC.pdf**

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## PROJECT DESIGN

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### INTRODUCTION TO THE CHICAGO TEACHER PIPELINE PARTNERSHIP (CTPP)

Four Chicago-based universities—Loyola University Chicago (LUC), National-Louis University (NLU), Northeastern Illinois University (NEIU), and the University of Illinois Chicago (UIC)—are partnering with Chicago Public Schools (CPS) and 20 high-need schools within the district to jointly transform the pre-baccalaureate teacher pipeline for the third largest urban school district in the country (**Absolute Priority 1**). With the support of the Illinois State Board of Education, the Illinois Board of Higher Education, and the Chicago Community Trust, the partnership requests \$16.4 million over five years to develop and implement the CTPP.

CTPP is comprised of a strong partnership: the four universities already have a close working relationship as members of the Council of Chicago Area Deans of Education (CCADE), which will advise the Project. Through close collaboration, CTPP will leverage each partner's effective practices and intellectual resources to transform the pre-baccalaureate program for teacher preparation citywide. Reforms will enhance the three essential parts of the teacher pipeline: teacher candidate recruitment and selection, teacher preparation, and teacher development and support. By pooling our collective strengths and using them as tools to eliminate our individual weaknesses, we will provide high quality novice teachers who meet the needs of Chicago Public Schools. As the largest supplier of CPS elementary school teachers (the four universities awarded 27% of the bachelor's degrees earned by CPS elementary teachers in 2007), the Partnership will have an unprecedented influence on the quality of new teachers district-wide.

### NEEDS ASSESSMENT

***CPS Student Achievement.*** The 5-year CPS cohort graduation rate for the Class of 2008 was 54.3 percent. In the 2007-08 school year, only 67.8 percent of elementary students overall met

or exceeded standards on statewide exams; and only 27.9 percent of eleventh graders met or exceeded standards. While 2007 Illinois Standards Achievement Test (ISATs) showed that 71 percent of Chicago eighth graders were meeting or exceeding standards in math, the National Assessment of Educational Progress (NEAP) for that year showed that only 13 percent of Chicago's eighth graders were proficient in math (<http://nationsreportcard.gov/tuda.asp>). Additionally, each year CPS fails to make the annual yearly progress benchmark for students with limited English proficiency in the area of reading. For CPS to accomplish its mission – to provide quality education for all children – sweeping changes must be made in the way its students learn. CPS has identified teacher quality as a primary target area for extensive improvement.

***Teacher Quality.*** Researchers agree that content knowledge is a primary factor affecting teacher quality (e.g. Mewborn, 2001; Weiss & Miller, 2006). CPS's Department of Research, Evaluation, and Assessment reported last year that the vast majority of CPS elementary teachers employed in 2007-2008 were not well prepared to teach mathematics, science, or reading to K-8 students. Only 1% of K-8 teachers had earned a degree in math or math education, 3% a degree in a field of science, and 2% a degree in reading. In 2007-2008, 84 (17 percent) K-8 schools had no teachers with mathematics endorsements, 62 (13 percent) had no teachers with science endorsements, and 159 (33 percent) had no teachers with reading endorsements. The district is making some progress in this area, and longitudinal data does show that each year fewer schools

are lacking teachers with endorsements<sup>1</sup> – but the numbers are still so large that they warrant more drastic district initiatives.

According to Floden & Meniketti (2006), there is agreement that elementary teacher candidates need stronger content preparation; however, there is no agreement about exactly what they need to know to teach at various grade levels. The need for content-knowledgeable elementary teachers is particularly urgent, given a new CPS middle grades specialization policy. Slated for full implementation in the fall of 2011, this policy mandates that only content-endorsed teachers may teach language arts, mathematics, science, and social studies in the middle grades. Teacher preparation programs in Chicago must be able to grant more endorsements each year to meet CPS needs. The Partnership will also closely examine the coursework required for these endorsements. In order to effectively boost student achievement across the district, teacher preparation programs must ensure not only that they are providing teacher candidates with a required number of courses, but also that they are recruiting and selecting strong candidates and providing those candidates with a well balanced curriculum of appropriate scope, depth, and rigor.

### **The Need for Improving the Quality of Chicago’s Teacher Preparation Programs**

*Recruitment and Selection.* Admissions criteria for elementary teacher preparation programs at the four partner universities do not exceed the norm. In general, teacher candidates who achieve a minimum GPA of 2.5, pass a background check, and complete specific prerequisite course requirements are eligible for admission into the teacher preparation program in their junior year. Because not all of the prerequisite courses are equally rigorous, candidates with weak mathematics or literacy skills are allowed to enter the programs. Each university, however,

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<sup>1</sup> The Chicago Community Trust – a primary community partner for CTPP – has been a committed advocate and donor in initiatives that boost teacher content knowledge and endorsements in mathematics, science, and literacy.

brings its own strengths to the partnership. Loyola, for example, requires all of its candidates to pass an algebra general education course. The partners see requirements such as this as a move in the right direction. All agree that a more rigorous selection process is essential, beginning with but not limited to more stringent prerequisite requirements in literacy, mathematics, and science.

*Learning and Teaching Mathematics, Science, and Literacy.* Tate (2008) found that deep content knowledge correlates with success in high school, college, and later careers. The CTPP partners agree that quality teachers in urban environments require far more content knowledge than the minimum standards set by the Illinois Professional Teaching Standards. All four teacher preparation programs currently meet these minimum standards, but the Partnership has committed to exceeding those standards to ensure that students obtain the high level of content knowledge that they need to succeed in high school and beyond. An analysis of the partners' elementary programs shows that for many features, our teacher preparation programs have strong family resemblances. Moreover, this analysis has led partners to identify strengths and weaknesses in individual programs. (See the Appendix D, Chart II-a for a table of current course requirements at each university.)

In the domain of mathematics, all partners offer prospective teachers courses in the K-8 mathematics content they will need to be able to teach. The particular content taught, however, is not standardized. Passing a required algebra course is a prerequisite for Loyola, but not for the others. Despite the fact that UIC requires more mathematics credit hours than the other partners, UIC is concerned that algebra may not receive all the attention it requires because of the time devoted to arithmetic and geometry. However, all partners agree that teachers are currently unprepared to teach middle grades mathematics.

Each university exposes teacher candidates to both life and physical sciences, but their approaches to content delivery are not always coherent. NEIU is partnered with two community colleges on an integrated mathematics and science model, while UIC collaborated with a range of science partners to develop a natural science course. Four labs are required as part of the UIC sequence and the other partners each require one lab; yet total numbers of required science hours are similar across the partners. Only Loyola explicitly identifies its methods course as an elementary/middle grades course. Partners have agreed to combine their strengths to create a more balanced science training sequence.

Literacy course offerings are variable in number and type of course. Both UIC and Loyola require 9 hours; NEIU and NLU each require 3 hours. Whereas UIC offers a foundations course, followed by two language and literacy methods courses, Loyola specifies children's literature, reading in the elementary school, and reading/writing in the content areas, and the literature course is offered through the English department as a general education course. Given the importance of literacy instruction across all subjects, the partners agree that literacy training must be improved.

***Differentiating Instruction.*** Teacher educators are conversant with principle 3 of the standard in the Interstate New Teacher Assessment Support Conditions (INTASC): "The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners." Teacher candidates must understand the social conditions that frame and affect their practice (Zeichner & Liston, 1996); however, current course offerings on urban and special needs education are not at all systematic. (See Appendix D, Chart II-b for these offerings.) Currently, each partner offers a required course on characteristics of exceptional learners, but little to no support on developing inclusive practice in the regular education classroom. There is little consensus on multicultural education offerings



and minimal attention is paid to English language learners. The partners are committed to making fundamental improvements in differentiated instruction requirements and course offerings.

***Areas of Concentration.*** Elementary teacher preparation programs in Illinois require an area of concentration in one discipline (18 semester hours) which presents a prime opportunity to expand and deepen core content knowledge that will prove useful to candidates in teaching. Three of the four partner institutions list 25 to 26 optional areas of concentration, including Classical Civilization, Jewish Studies, or Philosophy, and only a small subset of these areas are recommended for middle grades endorsements. Analysis of data collected from all partners also shows that teacher candidates are not being prepared to meet CPS needs: candidates are more inclined to earn middle grades endorsements in language arts or social studies rather than in shortage areas like mathematics, science, or reading. Also, none of the partners currently requires candidates to seek endorsements in their areas of concentration. A description of endorsements earned through the partner preparation programs is included in Appendix D, Chart II-c.

***Classroom Assessment.*** Each university currently utilizes multiple forms of candidate assessment that focus on the prospective teacher's ability to help all students learn. There are some commonalities: all programs have set benchmarks and signature assessments at key points in the program. All use aggregated and disaggregated standardized state exam scores, a candidate work sample project, cooperating teacher and university supervisor observation scoring rubrics, and a comprehensive, candidate-designed unit of study that is scored on multiple criteria. While each institution has aligned these assessments to state and professional standards, tools differ across the universities in format, instructional focus area, and in the type of scoring

rubrics used to determine candidate competency. This impedes the Partnership's ability to share and analyze data across institutions. Collaboration on a universal assessment tool for all partners is essential for the partner universities to meet CPS needs.

***Teacher Retention.*** K-8 students cannot benefit from their teachers' strong academic and pedagogical training if those teachers do not remain in the classroom. A recent report chronicled high teacher turnover in approximately 100 Chicago public schools, which serve predominantly low-income African American and Latino children (Allensworth, Ponisciak, & Mazzeo, 2009). The researchers learned that, approximately 20 percent of new teachers turned over each year; however in the typical CPS school, over 50 percent of teachers their classrooms within four years. These high turnover rates disrupt student learning and are financially costly: it costs an average of \$17,872 to recruit, hire, and train a replacement teacher (Barnes, Crowe, & Schaefer 2007). CTPP will develop a close connection between high-needs schools and university faculty and administration to create a sustainable network of schools from which to continue supporting new and experienced teachers after completion of the grant.

One source of disconnection between teachers and their teaching environments is a racial imbalance between the teaching force and the student population in urban public schools. A growing body of research shows that students are more likely to succeed when taught by teachers who share the same racial/ethnic background and can relate personally to issues facing students (Clewell & Villegas, 2005; Dee, 2004). In Chicago, African American and Latino students comprise 86 percent of the total student population in CPS, but African American and Latino teachers make up only 49 percent of the total teaching force and only 23 percent of our teacher candidates. The growing population of English-language learners also poses challenges for teachers who are English-only speakers and their effectiveness in communicating with students

and their caregivers. The overall findings imply both a need for teacher training in differentiating instruction for diverse learners *and* a need to recruit, prepare, and develop many more teachers of color who are more committed to teaching and remaining in high-need urban schools serving children of color. Two of the partner institutions are identified as Minority Institutions of Higher Education (MIHEs), serving predominantly ethnic minority students. However, efforts to recruit and train minority teachers and teachers sensitive to minority and urban contexts must be increased at all four of the partner institutions.

***Commitment to Teacher Quality.*** The partners are each committed to the mission of the CTPP: to collaboratively transform the pre-baccalaureate teacher preparation programs at each of the four partner universities. For each weakness a partner has identified in one area, at least one partner has identified a strength. For this reason, each of the partners believes that the Chicago Teacher Pipeline Partnership will allow four of Chicago's largest teacher preparation programs to jointly leverage our identified strengths, collaboratively improve preparation programs, produce more teachers for Chicago Public Schools who are highly qualified, and increase the quality of classroom learning citywide.

## **PROJECT DESIGN**

The following sections detail the methods for leveraging each institution's program innovations to improve teacher preparation. Measurement of the level of goal attainment through objectives will occur by September 30, 2014. CTPP goals and objectives are as follows:

**OVERARCHING PROGRAM GOAL: Institutionalize teacher preparation reforms within and across the four partner universities in order to prepare the highest quality teachers to meet CPS's specific needs.**

**Goal 1: Increase the rigor, effectiveness, and relevance of four Chicago teacher preparation programs.**

**Objective 1a:** Develop a common recruitment and selection process that will increase underrepresented populations in each cohort by 10% each year.

**Objective 1b:** Institutionalize a rigorous new curriculum in math, science, literacy, assessment, ELL, special education, and multicultural education content in each university.

**Objective 1c:** Increase enrollment of students in concentration areas of mathematics, science, and reading by 85%.

**Goal 2: Prepare and support diverse cohorts of CTPP teacher candidates who are highly qualified to teach all students in high need Chicago public schools.**

**Objective 2a:** Increase the number of candidates who complete certification requirements in elementary education and endorsements in mathematics, science, or reading by 85%.

**Objective 2b:** CTPP candidates will demonstrate 30% more content knowledge than non-CTPP candidates in mathematics, science, and reading as it pertains to elementary education.

**Objective 2c:** CPS schools will hire 75% of CTPP graduates.

**Objective 2d:** 100% of CTPP graduates hired by CPS will participate in induction support.

**Objective 2e:** CPS will retain 95% of CTPP graduates.

**Goal 3: Build teaching communities by developing teaching and leadership skills in partner schools.**

**Objective 3a:** Cooperating teacher partners will increase their knowledge of assessment, mathematics, science, reading, and pedagogy each year.

**Objective 3b:** Each university will provide a common core sequence of coursework for a Teacher Leader Endorsement for cooperating teachers.

**Objective 3c:** By Jan. 1, 2012, at least 5 cooperating teachers from each partner school will enroll in Teacher Leadership courses using CTPP course waivers each year.

**Teacher Pipeline Work Groups: Initiators of Reform.** Work Groups will be selected and convened by the Project Director and the Deans of each university's Colleges of Education and of Arts and Sciences. The Partnership agrees that the collaboration of both colleges at each university is essential to CTPP success. The Work Groups will consist of specialists in their

respective subjects, including a representative from each of the two participating colleges at the four partner universities, and will draw on additional local resources including experienced CPS teachers and renowned subject experts from each institution. A Content Manager will coordinate and ensure communication about the curricular work and the necessary approvals. Subject area and pedagogical Work Groups will be convened in Mathematics, Science, Literacy, and Special Education/Bilingual Education. Two additional Work Groups will specialize in strategies and best practices for Recruitment/Selection/Retention and Clinical/Induction/School Leadership. With the support of a Web Developer, the Work Groups will be responsible for ensuring that each university has access to information about the established strengths in that area. With the support of project staff, each Work Group will then develop, disseminate, and ensure the implementation of best practices in their target area. Further information about each type of Work Group follows, and more detail is presented in the Management Plan.

The seven Work Groups and the CTPP Management team will be collectively responsible for developing and implementing the three-part reform of CTPP's teacher pipeline described in this section: 1) enhance teacher candidate recruitment and selection; 2) enhance teacher preparation; and 3) enhance new teacher development and support.

**Teacher Pipeline Reform Part 1: Enhance Teacher Candidate Recruitment and Selection.**

The Partnership has agreed to collaborate around a two-pronged, comprehensive approach for recruiting and selecting an academically strong and diverse teacher candidate pool. First, the Recruitment, Selection, and Retention Work Group will work closely with project staff to develop and implement an aggressive recruitment and marketing strategy aimed at CPS students and those interested in working in CPS high-need schools. The Work Group will draw on strategies from successful models at all four universities. For example, NEIU recently has

launched a successful, large-scale, community-based teacher recruitment program that to date has recruited 85 teacher candidates from underrepresented groups. UIC has a full-time recruitment director who specifically recruits students from CPS high schools with populations that are predominantly African American and Latino. UIC also has a financial aid coordinator who pursues financial aid, scholarship, and fellowship opportunities for prospective teachers of color. NLU is the fourth most diverse master's degree-granting university in Illinois and ranks eighth nationally in the number of master's degrees in education awarded to African Americans. The Partnership's combined resources will enable strong recruitment of minority candidates.

Second, in consultation with university program coordinators and the University Pipeline Coordinator, the Assessment Manager will develop, implement, and evaluate a screening and selection process to predict candidates with strong potential for successful urban teaching. As part of this process, incoming candidates will take ISBE's Illinois Basic Skills Test and the Assessment Manager will oversee administration of the Praxis I upon matriculation. Scores on these nationally normed tests will enable the universities to determine a minimum cut score as entry criteria. In addition, we will screen high school transcripts for successful performance in English, mathematics, and science college preparatory courses. We will also employ a modified Haberman Star Teacher screening tool (Haberman, 2004). This research-based interview protocol will assess each applicant in terms of the qualities that teachers need for successfully working with children from diverse backgrounds, particularly those from urban poverty.

The Assessment Manager will monitor students' progress closely by administering Praxis II content examinations prior to admission to the elementary program in the candidate's junior year. The Assessment Manager will then monitor the relation between candidate performance on program entry interviews and examinations, performance across the preparation model, and

performance as novice and later experienced teachers. This will provide data on admissions characteristics best suited to the development of effective teachers, and help us identify candidates who have gaps in their academic preparation and who would benefit from academic coaching. Evidence-based modifications to the admissions and preparation model will be made over time, using these data and their analyses. **(Competitive Priority 3)**

**Teacher Pipeline Reform Part 2: Enhance Teacher Preparation**

***Reforms in Preparation to Teach Mathematics, Science, and Reading.*** The Partnership will focus its reform of subject areas on mathematics, science, and reading, which have been identified by CPS as areas of highest need. Reforms will enhance content-based and pedagogical coursework, highlighting strategies that have been shown to increase student achievement.

Increased and more relevant content preparation for elementary candidates will be addressed through three areas of reform. Work Groups will work with project staff to ensure the development of and adherence to these reforms according to the timeline in the Management Plan. Reform 1: Require successful completion of a commonly designed 27-semester-hour course sequence with three courses each in mathematics, science, and reading. These courses will be informed by CPS Curricular Frameworks and linked explicitly to pedagogical methods courses and field experiences. Reform 2: Require elementary education candidates to choose a well-designed subject concentration in Math, Science, or Reading in order to meet CPS needs. Reform 3: Candidates will be required to complete a well-designed subject endorsement in mathematics, science, or reading to meet CPS's growing need for teachers certified in these critical subject areas. (Endorsement options will also be leveraged to provide highly relevant professional development for in-service teachers, as described in the Teacher Leader Development section.)

The subject-focused Work Groups will include accomplished university arts and sciences and education faculty as well as experienced urban teachers. Each of the partners offers strong resources in these areas. For example, the UIC science sequence, funded by NSF and USDOE TQE grants, has a research base that demonstrates positive content learning outcomes (e.g., Plotnick, Varelas, & Fan, 2009). UIC also will share its “math concentrators” program that leads to an endorsement and accounts for 42 percent of UIC’s elementary endorsements; NLU will contribute its nationally recognized expertise in teaching for conceptual integration in mathematics.

Existing resources for the Literacy Work Group include a number of nationally and internationally recognized literacy faculty, CPS reading specialists and the Chicago Area Writing Project and the Illinois Writing Project housed at UIC and NLU, respectively. Further, the Literacy Work Group will benefit from the experiences of reading faculty from across the institutions who have participated in highly successful large urban literacy projects such as the multi-year Advanced Reading Development Demonstration Project/Chicago Literacy Initiative Project (e.g., <http://www.literacycoachingonline.org/library/resources/empartnerships-for-improving-literacy-in-urban.html>), begun in 2002 and funded by The Chicago Community Trust.

***Reforms in Differentiated Instruction.*** Teachers in urban environments must to be well-prepared to meet the high level of need for differentiated instruction for diverse learners and diverse contexts. Truly differentiating instruction for all learners requires reforming course curricula and creating appropriate clinical experiences and an authentic candidate performance assessment component that explicitly links teacher education curricula and candidate field experiences.

An English Language Learners/Special Education Work Group, composed of university faculty and urban K-12 educators from partner schools, will develop a new curriculum model for preparing teacher candidates to differentiate instruction for the wide range of learner needs



typical of urban classrooms. The Work Group will challenge traditional curricular course divisions in such areas as social foundations, multicultural education, special education, educational psychology, teaching methods, curriculum theory, and assessment. The curricula developed by the Work Group will be articulated with the partnership's clinical placement and assessment systems described below.

***Creating Appropriate Clinical Experiences.*** Weiner (1993) points to the importance of analyzing the experiences of poor and minority students in relation to school characteristics. The Clinical/Induction/School Leadership (CISL) Work Group will work with other CTPP personnel to ensure that students experience meaningful opportunities to learn to teach in diverse clinical settings, including high-need CPS schools. Currently, the CPS field placements of the four partner institutions and their peer institutions in the Chicago area do not closely align with the demographic patterns of CPS schools. For example, while 49% of CPS schools have greater than 90% of their students qualifying for free/reduced lunch, only 11.3% of area university placements are in these schools. Similar patterns exist with regard to schools that disproportionately serve African American and Latino students.

The partner universities have agreed to build partnerships with five schools based on more stringent school selection criteria than those required by the grant. CTPP partner school selection criteria and the actual cumulative average for our partner schools are described in the chart below. Principals have agreed to accept teacher candidates annually for semester- or year-long clinical experiences. Endorsement letters from principals and a description of specific demographic characteristics of individual partner schools are included in Appendix D, Chart II-d.

	<b>% African American &amp; Latino</b>	<b>% Eligible for FRPSL</b>	<b>Student Mobility Rate*</b>	<b>% LEP</b>
<b>Minimum CTPP Criteria</b>	<b>85%</b>	<b>80%</b>	<b>&lt; 25%</b>	<b>20%</b>
<b>Actual Average for 20 Partner Schools</b>	<b>90.7%</b>	<b>93.9%</b>	<b>23.9%</b>	<b>29.2%</b>

\* Partners each selected 2 or 3 schools with mobility rates lower than 25% to facilitate longitudinal evaluation, and 2 or 3 schools with mobility rates higher than 25% for better representation of high needs schools in the district.

The CISL Work Group will examine the number and nature of clinical experiences required across all four programs to identify and disseminate best practices in field placement and candidate support in high need schools. All of our programs require multiple supervised and unsupervised field experiences, although the numbers and timelines for these experiences vary. The Partnership will respond to CPS's request that teacher candidates have direct experiences in CPS schools earlier on in their programs, starting in their freshman and sophomore years. Working closely with Cooperating Teachers at CTPP partner schools, the CISL Work Group will ensure access to these experiences. Additionally, researchers (Murrell, 2001; Moll, Amanti, Neff, & Gonzalez, 1992) have shown that lower division students and pre-service candidates can gain new and deeper insights about themselves and others by using sensitive participant-observation and interviewing methods to document the multi-dimensionality and diversity of family experiences. The CISL Work Group will ensure that all partners implement these methods in the high-need school setting.

To ensure that university teacher educators are knowledgeable about current contexts of high-need schools, the CISL Work Group will organize biannual faculty development residencies in partnership with high-need CPS schools. Deans and department heads will recommend faculty for these residencies, which will provide opportunities for faculty to directly experience and

learn about current instructional practice and school climates. The CISL Work Group will work with faculty participants on strategies for incorporating this experiential learning into university classrooms to better prepare teacher candidates for urban teaching experiences.

The CISL Work Group will collaborate with partner schools to create a model of support for pre-service teachers, drawing from current best practices established at each university. UIC has developed strategies to increase the number of placements, and ultimately positions, in high-need African American schools. One UIC faculty member worked with former teacher candidates – now themselves cooperating teachers – to develop and evaluate an award-winning formative teacher candidate assessment tool that assesses knowledge, skills, and dispositions related to urban teaching. NLU is a founding partner of a highly regarded and nationally recognized teacher residency program (Academy of Urban School Leadership –AUSL), with nine years of experience developing specialized approaches to support candidates in high-need schools.

***Implementing a Classroom Assessment System.*** An Assessment Work Group will be convened to improve and streamline the learning of assessment practices for classroom-level use. CPS is currently piloting the Charlotte Danielson (2007) Framework for Teaching as the organizing tool for classroom observation and analysis of new teachers. One hundred CPS schools will be using it in the coming school year, and full district-wide utilization of the Framework is planned within five years. The Partnership recognizes it as a valuable tool for classroom assessment, but the degree to which the Framework is integrated into the teacher preparation programs varies widely. The Framework is a rigorous and effective performance assessment aimed at ensuring that candidates understand their learners (i.e., English language learners, students with special needs), know how to teach rigorous content (i.e., required assessments in reading, mathematics, science), and can analyze data to improve teacher practice

and student learning. It has developed reliability and validity measures, implementation guides, and training protocols based on pilot programs and implementation data (Pechone & Chung, 2006). The Assessment Work Group will work with faculty at all four universities to ensure that curriculum reform includes advanced training in the Framework. The Work Group will provide training, consultation, and support to ensure rigorous implementation.

***Reforms in Candidate Assessment.*** The Assessment Work Group will also have the responsibility for improving the ways in which the universities assess their candidates as teachers. The Work Group will conduct a thorough examination of current assessment tools at each university. As the Danielson Framework is also used for teacher assessment, the Work Group will evaluate how well the universities leverage the Framework to connect candidate performance and student achievement. In order to tailor candidate assessment to the Partnership's requirements, the Assessment Work Group will integrate elements from other research-based assessment tools, including the Performance Assessment of California Teachers (PACT) developed by Stanford University and the Teacher Performance Assessment (TPA) system developed by the California Commission on Teacher Credentials. All California teacher preparation institutions either PACT or TPA, and these tools provide good practices for structure, data, reliability, validity. The goal of this work will be to ensure all partners are utilizing best practices to institutionalize a valid, reliable instrument that is: 1) focused on assessing candidates' ability to impact student learning, especially in mathematics, science, and reading; 2) aligned with best practices in coaching beginning teachers; and 3) able to measure candidates' ability to use data on student achievement to inform planning, focus instruction, structure classroom assessment, and guide analysis of the teaching-learning process. The Work Group will provide training and consultation for faculty as needed in order to ensure rigorous

implementation.

***Reforms in Cross-Institutional Assessment Systems.*** The Assessment team also will design a common assessment system for candidates as a basis for program accountability across the multi-institutional consortium. The four universities will innovate beyond their individual assessment systems to design common candidate benchmark assessments; align candidates' content concentration requirements to core curriculum standards that are based upon the American Diploma Project (as adopted by the Illinois State Board of Education); demonstrate candidate effectiveness in preparing greater numbers of urban students for high school; and build shared assessments in consultation with school clinical partners to better align candidate coaching and assessment with the formative and summative student assessments used in each school and to build a shared design for training university instructors, mentor teachers, and field supervisors in the shared candidate assessment and coaching system.

The design of a shared assessment approach acknowledges and values institutional differences (e.g., public vs. private, religious vs. non-religious affiliation, program size, and selectivity) and represents a significant commitment of time and resources across the institutions and their clinical partners. While complex organizational and conceptual issues are involved in designing and implementing a shared assessment system, the design and implementation of this system will provide an important opportunity to develop evidence-based findings about teacher preparation across these institutions.

CTPP possesses expertise in the use of formative and summative assessments for instructional decision-making. It will ensure that preparation programs develop shared common metrics to assist in the investigation of different models for instruction and that will span teacher preparation and teacher induction. In addition, we have among our members outstanding

research faculty who will support the study of teaching and learning in schools and who will use this information both to strengthen our teacher preparation programs and to provide support to classroom teachers and schools. **(Competitive Priority 1)**

**Teacher Pipeline Reform Part 3: Enhance New Teacher Development and Support**

***Ensuring Teacher Recruitment and Hiring.*** From the beginning, the Partnership will work with CPS Human Capital staff to ensure that candidates have priority consideration for employment in the district (e.g., allowing early entry into job fairs, program representation at principal, area, and/or Local School Council meetings). Under legislation requiring decentralization of CPS, principals have sole authority to hire teachers. CTPP will work intensively to inform principals of high-need schools with multiple vacancies about the strong preparation provided to CTPP graduates and encourage principals to hire them.

***Induction and Follow-up Support.*** Each partner institution currently tracks its graduates, although none of the procedures are adequately systematic or thorough. All take advantage of the Illinois Teacher Data Warehouse (a voluntary system linking university candidate data to the Illinois State Board of Education data on teachers, including certification data and job histories) and/or post-graduate surveys. Individual faculty members follow and sometimes continue to mentor their teacher candidates. But beyond individual or programmatic efforts, such as LUC's e-mentoring community program where experienced teachers, teacher mentors, and university faculty offer support to novice teachers, none of our institutions offer systematic induction support and none currently are working with or supporting CPS's teacher induction initiatives.

As a part of its effort to improve classroom performance and teacher retention, CPS has partnered with the Chicago New Teacher Center (CNTC) to provide an intensive induction system for all CPS teachers during their first two years. This research-based induction program

will debut in the 2010-11 school year, and will benefit all CTPP graduates teaching in Chicago Public Schools. See the appendix for a detailed description of CNTC induction services and the selection criteria for high quality Induction Coaches.

CTPP will build upon the CNTC induction program by designing specialized professional development offerings for new graduates of CTPP. Induction supports will utilize university faculty expertise to expand novice teachers' content knowledge, content/pedagogy skills, and skills for differentiating instruction for diverse learners, and for utilizing the Danielson Framework. Induction supports will address the inclusion of new teachers in the work of the school, for example, in vertical subject focused teams, as well as building networks of teachers around issues of subject matter teaching

Furthermore, the Clinical, Induction, and School Leadership (CISL) Work Group, responsible for the design of all induction and professional development work for the partnership, will use graduate follow-up data to inform and shape services for graduates and professional development for mentors and cooperating teachers. The Illinois Teacher Data Warehouse allows CTPP to track graduates with regard to job placements, retention in teaching, and certification and endorsement status. Over time, we expect that our graduates will take advantage of our advanced professional development and instructional leadership options to become knowledgeable cooperating teachers, induction mentors, and instructional leaders within their schools.

***Leadership Training.*** CTPP will use clinical experience as the primary gateway for developing the leadership skills of candidates beyond their pre-baccalaureate coursework. Each partner university will establish a functioning professional community in their partner schools. The community approach will eliminate common barriers that result in the principal being the only professional leading the school: the traditional hierarchy is replaced with structures that nurture

and support teacher leadership, and a teacher-based leadership that in turn supports the principal in his/her work.

In this environment candidates can participate in activities that make teaching public, collaboration common practice, and relationships professional and collegial. Through observations, guided practice, and the opportunity to work closely with practicing professionals, candidates will experience teaching as a stimulating and challenging profession that offers teachers a variety of roles involving leadership. The CISL Work Group, in partnership with the principals and mentor teachers, will carefully arrange experiences to ensure that each candidate has a productive and positive placement in their school that extends professional knowledge, personal growth, and leadership capacity.

Leadership training deepens and intensifies during Induction when candidates become the teacher-of-record in their own classrooms. The induction program emphasizes increasing content knowledge and supporting the novice teacher to take an active part in the professional community by accepting leadership responsibilities. Mentors and coaches act as safety nets to support the novices as they take on broader roles in the professional community and school. Through its emphasis on deep content knowledge and leadership, the induction program will encourage and motivate novices to pursue graduate coursework and the Illinois Teaching Certificate. **(Competitive Priority 2)**

***Professional Development.*** Professional development activities at the district or area level will augment Induction with training that addresses specific district priorities such as new curricular frameworks, recommended instructional materials, best practice strategies, and assessment of student growth and its use in planning instruction. Schools have the flexibility to adjust teaching schedules to provide half- or full-day professional development at the school.



Each school plans and conducts its own activities based on the unique needs of its student population and teaching staff.

***Coordination of Training Activities.*** CPS is in the process of reorganizing professional development for the district to increase continuity and coherence and reduce fragmentation and duplication. Training activities will move closer to Area Offices (middle-administrative units that manage approximately 20 schools each). CTPP will assist in the development of a unified and coherent research-based plan that offers a range of activities that are differentiated according to the needs of the participants. CTPP also will work closely with partner schools to ensure they integrate the work of the Area Offices as they develop their own professional development plans.

CTPP has the potential to become a major influence in the development of current and future CPS teachers, and to impact the lives of thousands of K-8 students over the grant period and beyond.

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## **PROJECT EVALUATION**

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### **RIGOROUS AND SCIENTIFIC PROJECT EVALUATION**

***Background on Evaluation Plan.*** In order for CTPP to successfully contribute to debates on elementary education teacher preparation, the project will include a thorough formative and summative evaluation focused on the effectiveness of the newly instituted reforms in university-based teacher preparation programs and their outcomes. TQP's provision for evaluation supports rigorous evaluation using quantitative and qualitative methods of the pre-baccalaureate programs implemented by the four partner universities, including the redesigned clinical experiences in the pilot group of 20 CPS partner schools. During the course of the project, formative evaluation will enable the universities to impact hundreds of teachers and thousands of students (600 teachers during the grant period and an estimated 18,000 high-need CPS students). Dissemination of the summative evaluation report will provide the basis for future improvements to teacher

preparation programs that have the potential to affect teachers and students at the local, state, and national levels. Thus, such a large scale evaluation will inform current and future teachers and teacher educators about strategies for preparing and retaining highly qualified teachers and the impact of such strategies on student achievement.

***Evaluation Team.*** An Evaluation Team directed by Dr. Rebekah Levin, Coordinator, Council of Chicago Area Deans of Education, University of Illinois at Chicago, will implement the evaluation plan, which is designed to provide quantitative and qualitative data to inform ongoing project implementation and summative evaluation of project outcomes findings. The Evaluation Team will provide the Governing Boards and Management Team with continuous formative evaluation as well as annual evaluation reports to inform the Committee about project progress and project areas requiring modification and intervention. Dr. Levin has extensive experience in the evaluation of large-scale, complex, longitudinal projects with multiple project partners. In her previous position as Executive Director of the Center for Impact Research in Chicago, she oversaw the design and implementation of numerous evaluations of federal, state, and local projects related to education, healthcare, social services, and the labor market.

***Evaluation Objectives.*** CTPP's pre-baccalaureate programs in elementary education at partner universities will produce cohorts of graduates whose quality and effectiveness in the classroom will be measured and compared. Accordingly, the evaluation plan is structured with the following key objectives: **(1)** to identify and document the relationships between K-8 student achievement and specific components of teacher preparation, induction, and other supports for teacher candidates and novice and experienced teachers; **(2)** to identify and document how teachers' instructional practice relates to teacher preparation programs, examining links between strengths and weaknesses in instructional practice and features of the preparation programs; and

(3) to identify and document components in teacher education programs that longitudinally affect teacher development and retention along the continuum of teacher professional learning. The formative and summative evaluation related to these objectives will produce robust data and findings that will make important contributions not only to current knowledge in the field but also to the national debate on evidence-based best practices in teacher preparation.

***Evaluation Plan Overview.*** The CTPP Evaluation Plan (Table A below) addresses the evaluation requirements of HEA 204(a): items 1 through 4(E), which are relevant to the proposed project. The Illinois Teacher Data Warehouse will provide longitudinal data on CTPP graduates' certification, certification pass rates, endorsement, and employment history; the Data Team will also use these data to determine retention rates of CTPP teachers in CPS schools. CPS will provide data on standardized test scores of CPS students of CTPP program graduates for linking student achievement with CTPP teachers. The Evaluation Team will use data from the CPS Value-added Student Achievement System, which connects student achievement data to individual teachers, and from CPS teacher assessment data systems including the Danielson Framework for CTPP teachers in CPS partner schools. The CTPP Evaluation Plan also delineates the measures and data for addressing the area of Teacher Qualifications, including (1) members of underrepresented groups; (2) teaching high-need academic subject areas; (3) teaching in high-need areas (SPED, ELL); and (4) teaching in high-need schools.

The CTPP Evaluation Plan provides for collecting quantitative data for required measures related to teacher demographics, qualifications, hiring, and retention, and to student and teacher achievement. The Evaluation Plan also includes the collection and analysis of quantitative and qualitative data for evaluating key CTPP project components: Candidate recruitment and

selection, preparation, and assessment; teacher retention; and the CTPP Policy Initiative.

Wherever appropriate, quantitative data will be related to student and teacher achievement.

The Evaluation Team will support the Partnership in meeting requests for data from the national evaluation contractor selected by Department of Education to evaluate the TQP Grants Program. This cooperation will include responding to modest data requests by the evaluation contractor (for example, requested program information and program participant information such as GRE or SAT scores and contact information).

<b>Table A: Chicago Teacher Pipeline Project Evaluation Plan</b>		
<b>Performance Area</b>	<b>Objectives</b>	<b>Measured By</b>
Teacher Achievement: Recruitment and Selection	Establish rigorous prerequisite requirements in reading, math, and science.	Praxis I, Praxis II scores, and Haberman Star-Teacher Scores
	Develop, implement, and evaluate a rigorous screening and selection process for teacher preparation programs.	Recruitment and Selection Work Group observations and interviews, review of recruitment, screening, and selection documentation
	Determine effectiveness of standardized testing and interviewing as predictor of future success of Candidate, Novice, and Experienced Teacher.	Praxis I, Praxis II scores, and Haberman Star-Teacher Scores, teacher assessments, standardized test scores of CPS students of Novice and Experienced Teachers
	Institute CTPP Recruiting Initiative for prospective students and their families.	Observation and documentation of Initiative activities, attendance data, Recruitment and Selection Work Group observations and interviews, CPS Partner Principal interview

Teacher Achievement: Preparation	Leverage strengths of partner programs to implement and institutionalize increases in content in math, science, reading, ELL, special education, multicultural education, and assessment across CTPP elementary teacher preparation programs.	Course syllabi, documentation on clinical experiences, comparison of CTPP and non-CTPP candidates' scores on Praxis I and Praxis II, Candidate assessments, Candidate interviews, Subject-focused Work Group observations and interviews, ELL/SPED Work Group observations and interviews, Program Coordinator interviews
	Develop and implement programmatic focus within subject area methods courses on multilingual learners, multicultural learners, and learners with special needs.	Course syllabi, documentation on clinical experiences, candidate performance assessment, Candidate interviews, ELL/SPED Work Group observations and interviews
	Design and implement a common sequence of courses leading to a Reading Teacher Endorsement for undergraduates Candidates.	ISBE Endorsement documentation, University Endorsement documentation, Subject-focused Work Group observations and interviews, Program Coordinator interviews
	Design and implement a course in classroom assessment aligned with CPS requirements.	Course syllabi and observations, CPS assessment requirements, Clinical, Induction, and Teacher Leader Work Group observations and interviews, Faculty interviews, Candidate interviews
	Design and implement CTPP Faculty Development Residencies	Clinical, Induction, and Teacher Leader Work Group observations and interviews, syllabi of CTPP Faculty pre/post Residency, Faculty interviews, Cooperating Teacher interviews, Candidate interviews, CPS Partner Principal interview
	Increase CTPP Cooperating Teachers' knowledge of CTPP assessment, math, science, and reading content, and pedagogy through professional development classes and teacher study groups.	Pre/post tests, surveys, professional development observations, Cooperating Teacher interviews, Field Instructor interviews, Candidate interviews

Teacher Achievement: Preparation	Design and receive approval for a common sequence of courses across CTPP programs leading to a Teacher Leader Endorsement for in-service teachers.	Clinical, Induction, and Teacher Leader Work Group observations and interviews, ISBE Endorsement documentation, University Endorsement documentation
	Expand school partnerships to increase number and effectiveness of clinical placements in high-needs schools.	Program placement data, Clinical, Induction, and Teacher Leader Work Group observations and interviews, Field Instructor interviews, Candidate interviews, CPS Partner Principal interviews
Teacher Achievement: Candidate Assessment	Establish and implement rigorous shared practices, tools, and benchmarks to assess Candidate's ability to help all students learn to high standards.	Review of assessment documents, Assessment Work Group observations and interviews, observation of faculty training and consultation on CTPP assessment model, Faculty interviews, Cooperating Teacher interviews, Field Instructor interviews, Candidate interviews
	Align Candidate coaching and assessment with CTPP formative and summative assessment of CPS students.	Review of assessment documents, Assessment Work Group observations and interviews, Cooperating Teacher interviews, Field Instructor interviews, Candidate interviews, CPS student assessments
	Develop system for collecting and analyzing institutional and cross-institutional longitudinal data on CTPP graduates, including data on each area of demonstrated district need.	Review of assessment data collection and analysis protocols, Assessment Work Group observations and interviews
Teacher Qualifications: Members of Underrepresented Groups	Increase proportion of Candidates from underrepresented groups by 10% each year for each university.	University enrollment data
	Develop system for collecting and analyzing institutional and cross-institutional longitudinal data on CTPP Candidates and Graduates, including demographic characteristics.	Review of data collection, analysis, and reporting protocols, Assessment Work Group observations and interviews

	Increase percentage of highly qualified Graduates hired by CPS who are members of underrepresented groups	CPS data, Teacher Data Warehouse,
Teacher Qualifications: Teach in High-Need schools	Increase proportion of Candidates intending to teach in high-need CPS schools by 85%.	University enrollment data
Certification Pass Rates and Scaled Scores	100% of Candidates will pass certification exams and demonstrate improved scaled scores over project period.	ISBE data
Teacher Qualifications: Teach in High-Need Academic Subject Areas	Increase proportion of Candidates concentrating in math, science, or reading by 85%.	University enrollment data
	Increase proportion of Candidates who complete certification requirements in elementary education and endorsement in math, science, or reading to 85% of all Candidates.	ISBE certification/endorsement data
	Increase percentage of highly qualified Graduates hired by CPS to teach in high-need academic subject areas (reading, math, science).	CPS data, Teacher Data Warehouse,
Teacher Qualifications: High-Need Areas	Increase percentage of highly qualified Graduates hired by CPS to teach in high-need areas (ELL, SPED).	CPS data, Teacher Data Warehouse,
Teacher Qualifications: Teach in High-Need schools	Increase percentage of highly qualified Graduates hired by CPS to teach in high-need elementary schools.	CPS data, Teacher Data Warehouse,

Teacher Retention	75% of Graduates will be hired by CPS at the elementary level.	CPS data, Teacher Data Warehouse data
	95% of Graduates hired by CPS will be retained into their second year of full-time teaching and will be receiving induction support and mentoring through Chicago New Teacher Center (CNTC).	CPS data, Teacher Data Warehouse data, Induction Program, CNTC documentation
	Develop and implement process and database for collecting and analyzing institutional and cross-institutional longitudinal data on hiring, retention, teacher performance, and student achievement of CTPP Novice and Experienced teachers in CPS schools.	Review of assessment data collection and analysis protocols, Assessment Work Group observations and interviews
	Provide professional development using University Faculty expertise to expand Novice Teachers' content and professional knowledge and skills in differentiating instruction for diverse learners.	Pre/post tests, surveys, professional development documentation and observations, Faculty interviews, New Teacher interviews, CPS Partner Principal interviews
	Enroll cooperating teachers from each partner elementary school in courses towards a Teacher Leader Endorsement	Enrollment data, cooperating teacher surveys, CPS Partner Principal interviews
	Increase cooperating teachers' knowledge of math, science, and reading content and pedagogy through professional development classes and teacher study groups.	Pre/post tests, surveys, cooperating teacher interviews, Novice Teacher interviews, CPS Partner Principal interviews
	Design and receive approval for a common sequence of courses across CCTP programs leading to a Teacher Leader Endorsement for in-service teachers.	Interviews with Clinical, Induction and Teacher Leader Work Group, state approval of Teacher Leader Endorsement
	Track retention rates of Graduates over first three years of teaching.	CPS data, Teacher Data Warehouse, Graduates interviews, Mentor Teacher interviews, CPS Partner Principal interview



Student Achievement	Prepare CPS students in high-need schools for postsecondary success.	Teacher assessments using Danielson model, standardized test scores of CPS students of Novice and Experienced Teachers, certification, endorsement, employment data of Novice and Experienced Teachers, CPS Partner Principal interviews
CTPP Policy Initiative	Collaborate with CCADE institutions, ISBE, ISBHE, NGOs, and national educational organizations to disseminate project findings and best practices to teacher preparation stakeholders at local, state, and national levels.	CTPP project leadership interviews, ISBE and ISBHE interviews, presentations at professional meetings and publications on project implementation and evaluation findings

***Use of Quantitative and Qualitative Data.*** As described above, the Evaluation Team will have access to quantitative data from the robust data systems of the Teacher Data Warehouse, the CPS Value-added Student Achievement System, and the Teacher Performance Management System in order to longitudinally track CTPP graduates and CPS teacher and CPS student achievement. CTPP data systems will build on the successes of ongoing collaborative work of CCADE institutions around data collection and sharing. The Evaluation Team will work extensively with the CTPP data system, which will have longitudinal data on CTPP Candidates, including Praxis I and II scores and Haberman Star-Teacher scores used for candidate selection and Candidates' course grades and assessment data.

The evaluation includes an extensive qualitative data component in order to provide detailed and nuanced formative and summative data that complements the project's quantitative data. Qualitative data will be collected from observations of the Work Groups, professional development, faculty residency and other activities, regular interviews with all stakeholders, and reviews of program documentation, including recruitment, screening,

selection and endorsement documents, course syllabi, and data collection, analysis and reporting protocols. The Evaluation Team will analyze these qualitative data using thematic content analysis and incorporate these analyses into both formative and summative evaluation reports.

***Performance Feedback and Formative Assessment.*** Performance feedback and formative assessment regarding intended outcomes will be a critical component of the CTPP evaluation. Council of Principal Investigators. All performance areas will be evaluated annually, with the data presented comprehensively to the and Project Management Team at the end of each year, through the issuance of a written document as well as a guided discussion of the implications of the data, what appears to be working well and should be continued, what is problematic and needs to be addressed, and what new components or activities might need to be created.

In addition to this annual feedback, the evaluators will address subsets of the project's activities throughout the year, targeting their interviews, surveys, observations, artifact analyses, e.g., assessments of syllabi, endorsement documentation, and analysis of testing data, to times when those data are most likely to be available or most pertinent to the ongoing project development. As the timeline for the project's implementation becomes more detailed, the evaluators will determine the appropriate schedule of these topics that will be covered during the year. Finally, when particular components or phases of the project present specific challenges that appear to merit a heightened degree of observation and feedback to project stakeholders, the evaluators will provide additional targeted evaluation data and analysis with a rapid response to participants so that they can use these data to inform and adjust their activities.

***Output and Outcome Data Including Benchmarks to Monitor Progress.*** Within each performance area, the Evaluation Team will create a rubric of project outputs and benchmarks, with outcome data to be provided throughout the year as data become available. These data will

be used in the formative assessment, as well as to inform the summative evaluation of the project's impact.

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## **SIGNIFICANCE**

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### **INTRODUCTION: THE CHALLENGES TO TEACHER PREPARATION**

Teacher preparation programs typically lack effective and consistent connections with K-12 schools, resulting in a portion of graduates who are not adequately prepared to teach today's diverse student population, particularly in large high-need urban public school systems such as CPS. Currently, the entire concept of university-based teacher preparation is being critically examined within and increasingly outside of the university. Regardless of the source of the criticism, questions regarding teacher education as the domain of universities are fundamental and persistent.

Multiple alternative pathways to teacher preparation, stagnant performances of poor and minority students on national tests, the persistent achievement gap between low-income students and their higher-income counterparts, and ever increasing accountability demands of No Child Left Behind have eroded confidence in traditional teacher preparation programs and underscore the profound need for systemic change. In response to these concerns and challenges, universities are expending enormous effort and substantial resources compiling data about their programs. However, they are doing so without a consensus about what should be measured and how it should be measured. Consequently, much of the data is of dubious quality. Furthermore, these data do not constitute a sufficient body of evidence-based research to support convincing and conclusive findings about the effectiveness of teacher preparation programs. Increased national accountability requirements placed on school districts will only lead to greater scrutiny.

Partners in the Chicago Teacher Pipeline Partnership (CTPP) welcome the opportunity to explore the impact of its model on the production of effective teachers and classroom practice

and to develop rigorous, data-driven program findings that will contribute to the national debate. These data will measure the impact of the CTPP model by measuring whether it produces teachers whose instructional practice in turn produces gains in student learning. It is critical at this juncture that key innovations in teacher preparation be linked to state policy bodies and emergent state data systems so that teacher preparation programs can adequately measure their impact in terms of student achievement, and so that candidate assessment and program evaluation are increasingly linked to measures that are comparable across preparation systems.

### **LIKELIHOOD THAT CTPP WILL RESULT IN SYSTEM CHANGE/IMPROVEMENT**

Partnerships between school districts and teacher education programs are a potentially effective strategy for addressing many of the cited challenges. While most programs have arrangements with school districts to provide various types of field experiences, the relationships are not sufficiently substantive to drive systemic change in either teacher education programs or the school district that employs their graduates. Further, these individual relationships seldom offer the scope and capacity for change that is available when four large teacher preparation institutions combine their efforts in close partnership with a large urban district. At the core of CTPP is a partnership that provides a systemic view of specific education reform that aligns CPS improvement efforts with those of four universities that together prepare more elementary teachers hired by CPS than any other university or partnership.

The reforms proposed in CTPP are designed to result in significant improvements in producing teachers who have the skills and content knowledge necessary to effectively teach on day one and who have the competence and confidence to contribute productively to local school reform efforts. Given the high levels of commitment among project partners and the close alignment

between university partners and CPS around project objectives, there is great likelihood that CTPP will result in improvements and systemic change to CTPP partner organizations.

### **SYSTEM CHANGE AT THE UNIVERSITY LEVEL**

A unifying framework of the Partnership’s major reforms to the traditional pre-baccalaureate elementary education programs emphasizes effective and uniform implementation:

<b>Consistent Targeted Reforms</b>	<b>Significance</b>
An extensive, coordinated review of current admissions criteria in consultation with CPS will <b>strengthen admissions standards</b> to identify candidates with appropriate academic backgrounds in mathematics and science and to utilize criteria that will have the most predictive value for teacher excellence and retention in urban schools.	Quality candidates who enter the teacher education program with strong knowledge will have less need for remedial coursework to fill knowledge gaps. Candidates with appropriate background and dispositions for urban teaching are more likely to succeed and to stay in teaching. Academic coaching will be provided to those who require subject-area support.
A series of <b>new rigorous content courses</b> in mathematics, science, and literacy builds on the strengths of the Colleges of Arts and Sciences within each university and links with CPS curricular initiatives.	New coherent coursework aligned with district curriculum priorities prepares candidates to earn content area endorsements as part of the pre-baccalaureate program. Strengthened content preparation benefits all teachers.
A strengthened instructional framework: <ul style="list-style-type: none"> <li>- Focuses on <b>differentiating learning</b> activities for special needs pupils</li> <li>- Expands and extends <b>clinical education</b></li> <li>- Emphasizes <b>socio-cultural</b> understandings and practice in the context of the urban classroom</li> </ul>	General education blends with pedagogy resulting in a balanced approach that includes: content theory and research; methods of teaching that content, and strategies to address the learning needs of all high need students, including those with special needs and English Language Learners.
Collaboration with CPS and the Chicago New Teacher Center will provide uniform <b>Induction</b> support for all graduates employed by CPS. Augment CNTC induction process with content/pedagogy focused coaching.	Intensive and focused support will ensure that all novice teachers receive the same level and quality of training, generate successful, content-rich teaching, and enhance retention rates.
Collaboration between university partners in consultation with CPS partner schools to provide professional development to cooperating teachers and mentors.	Professional development for cooperating teachers and mentors will complement and support training and induction focus on increased knowledge and skill in pedagogy. PD will also provide opportunities to enhance instructional and school leadership skills.

*Addressing CPS Needs* –These reforms provide appropriate solutions to the district’s need for quality graduates who enter the CPS employment pipeline with the following attributes:

- Deep content knowledge necessary to teach content disciplines;
- A repertoire of strategies to address the learning needs of all children;
- Understandings of the complexities and conditions of the urban high-need classroom;
- Familiarity and experience with district curriculum and other initiatives;
- Competencies to assume an active role in site-based professional communities;
- Commitment to teaching in high need schools.

#### **SYSTEM CHANGE AT DISTRICT LEVEL**

A true collaborative partnership between the district and CTPP universities will: (a) define clear and uniform understandings of what novice teachers experience in the pre-baccalaureate program; (b) provide common expectations for what high quality teaching looks like based on the knowledge that a “well prepared novice teacher” is not fully developed; (c) enable the district to address inequities in the distribution of quality teachers in high need or hard-to-staff schools; and (d) ensure that novice teachers are staffed within their content areas.

By producing better prepared novice teachers, CTPP will enable the district to strategically reallocate the valuable resources formerly used to remediate teacher knowledge and skills. For example, the district spends approximately \$250 million on professional development annually, but without focus or explicit strategy. Under CTPP, one agency, the Chicago New Teacher Center, will have the major responsibility for providing intensive and contextual induction for new teachers. Intensive contextual induction includes strong mentorship and other supports that address the individual classroom and school factors impacting novices. Alignment with pre-baccalaureate experiences and the district’s curricular initiatives will facilitate a more smooth

transition from teacher preparation to effective classroom teaching. This change will eliminate repetition and fragmentation, and allow the district to redirect funds for other priorities.

Better prepared teachers are more likely to have positive experiences as novice teachers and higher levels of commitment to remaining in the teaching force. These two aspects will increase retention rates and enhance stability and continuity of instruction for students who need it the most. Like induction, the current rate of attrition of novice teachers is a heavy burden on district finances. Efforts in recruiting, screening, hiring, and training of novices cost the district approximately \$64.5 million dollars annually. These funds are virtually lost when new teachers leave the system for personal reasons or for employment in other school districts.

### **PROMISING NEW PRACTICES AND STRATEGIES**

In addition to building on existing strengths and addressing areas of weaknesses, CTPP features several innovations that have the potential to become promising practices for other teacher preparation programs in the city of Chicago and the state of Illinois. These promising practices focus on continuous improvement and accountability. The innovations and their potential are described in the following chart:

<b>Innovation</b>	<b>Potential</b>
<b>Candidate Assessment</b>	A competency-based assessment system will be developed and shared across universities to give course and clinical instructors multiple opportunities to monitor candidate growth and customize adjustments. Assessments that show promise for becoming national models will be considered for adoption or adaptation to allow for more valid and reliable institutional benchmarking.
<b>Longitudinal Data Systems</b>	CTPP partners develop longitudinal data systems to track graduates. We will work with the state and CPS to link graduate data to student achievement outcomes.
<b>Faculty Classroom Residencies</b>	Opportunities for university faculty to spend regularly scheduled time in project classrooms observing and co-teaching will intensify collaboration within partnership.

## **Magnitude of Results**

- ▶ This new assessment system will provide more accurate, discrete data on candidate's strengths and weaknesses than was previously available. This practice eliminates the traditional approach of infrequent and weak assessments of all candidates and replaces it with a continuous loop of monitoring individual growth and customized adjustments to their program. Currently, few pre-baccalaureate programs devote sufficient resources to candidate assessment and lack the flexibility to accommodate their individual needs. The 22 local peer institutions that comprise CCADE have expressed interest in joint assessment work.
- ▶ CTPP partners have already joined the Illinois Teacher Data Warehouse to link state data on teacher certification, endorsements, and job histories to their graduates' academic records. The state is poised to build out a more complex tracking system that will link these data to student achievement outcomes. ISBE and IBHE have expressed interest in working with CTPP in the design of that system.
- ▶ Faculty residencies combine the worlds of academia and novice teaching in its focus on the contexts of high-need classrooms and CPS schools. These faculty residencies will help bridge theory and practice and bring greater clarity to and understanding of daily challenges facing CPS classroom teachers. It also provides a strong response mechanism for making and assessing modifications to university-based courses and field instruction.

## **ADVANCEMENT OF KNOWLEDGE AND PRACTICES**

The potential contribution of CTPP to the advancement of knowledge and practices in the field begins with rigorous scientific evaluation and continues with dissemination of successful results. In order for CTPP to successfully contribute to debates on elementary education teacher preparation, the project will include thorough formative and summative evaluation focused on the effectiveness of the newly instituted reforms in university-based teacher preparation programs and their outcomes. TQP's provision for evaluation supports rigorous evaluation using quantitative and qualitative methods of the pre-baccalaureate programs implemented by the four partner universities, including the redesigned clinical experiences in the pilot group of 20 CPS partner schools. During the course of the project, formative evaluation will enable the universities to impact hundreds of teachers and thousands of students (600 teachers during the grant period and an estimated 18,000 high-need CPS students). Dissemination of the summative evaluation report will provide the basis for future improvements to teacher preparation programs



that have the potential to affect teachers and students at the local, state, and national levels. Thus, such a large scale evaluation will inform current and future teachers and teacher educators about strategies for preparing and retaining highly qualified teachers and the impact of such strategies on student achievement.

An Evaluation Team directed by Dr. Rebekah Levin, Coordinator, Council of Chicago Area Deans of Education, University of Illinois at Chicago, will implement the evaluation plan, which is designed to provide quantitative and qualitative data to inform ongoing project implementation and summative evaluation of project outcomes findings. The Evaluation Team will provide the Council of Principal Investigators and the Project Management Team with continuous formative evaluation as well as annual evaluation reports to inform the Committee about project progress and project areas requiring modification and intervention. Dr. Levin has extensive experience in the evaluation of large-scale, complex, longitudinal projects with multiple project partners. In her previous position as Executive Director of the Center for Impact Research in Chicago, she oversaw the design and implementation of numerous evaluations of federal, state, and local projects related to education, healthcare, social services, and the labor market.

Coherence across CTPP's pre-baccalaureate programs will produce a critical mass of graduates whose quality and effectiveness in the classroom can be compared and measured. To that end, the evaluation plan incorporates the following three aims:

1. To determine and document how variables of teacher preparation, induction experiences, and other support relate to K-8 student achievement;
2. To identify how teachers' instructional practice relates to features of teacher preparation programs by linking strengths and weaknesses back to the initial preparation programs;

3. To identify salient features of teacher education programs that affect teacher developmentally longitudinally along the continuum of teacher professional learning.

Evaluation of the answers to these questions will yield valuable information and data to augment current knowledge in the field and highlight not only promising practices but make significant contributions to the national debate.

### **DISSEMINATION OF CTPP FINDINGS AND RESULTS**

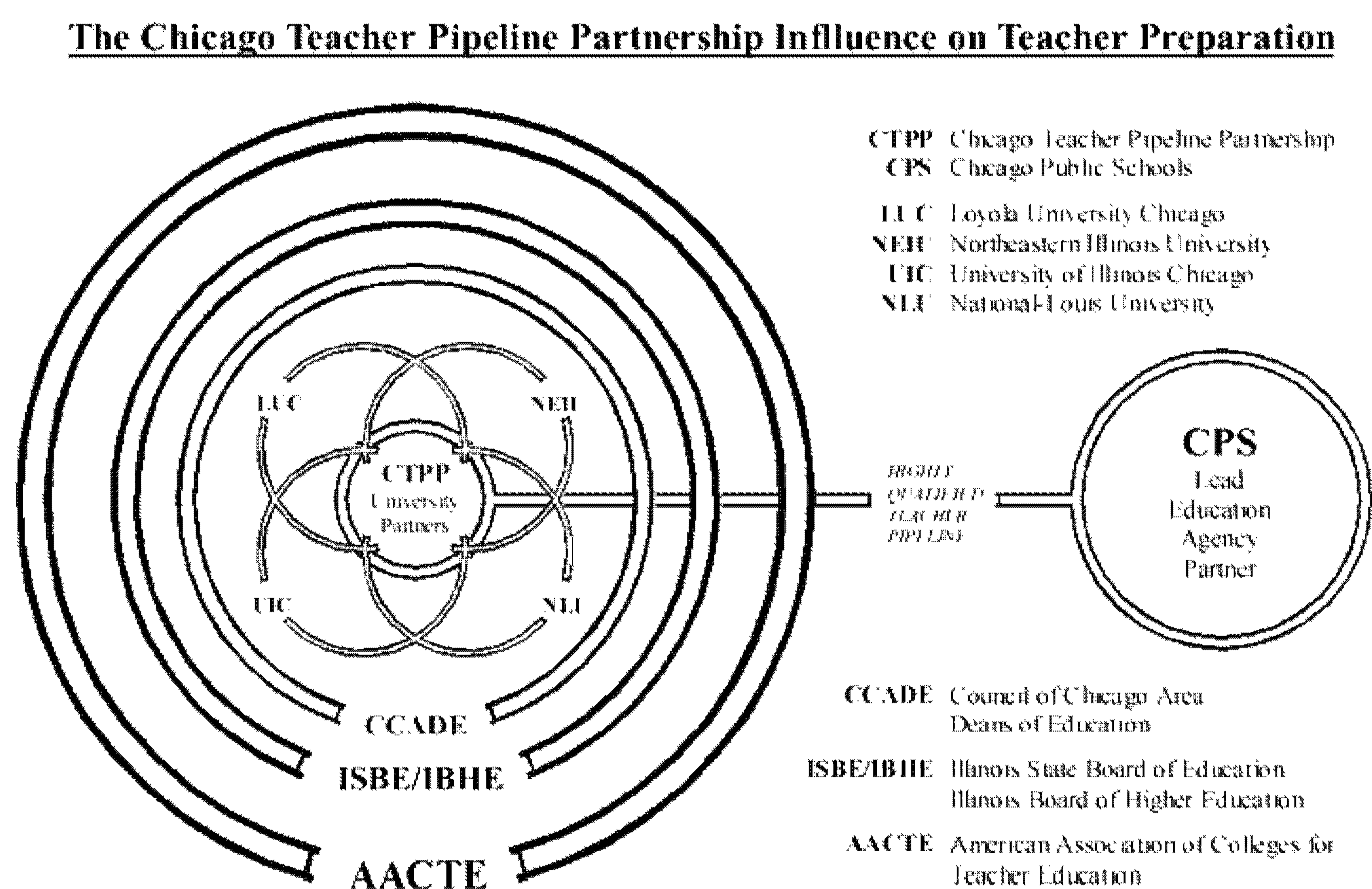
Dissemination plans include presentations by university deans, faculty, and project evaluation team at local, state, and national meetings as well as at annual academic conferences such as those offered by the American Educational Research Association (AERA), the American Association of Colleges of Teacher Education (AACTE), the Association for Teacher Education (ATE), and specialty professional associations such as the National Council for the Teachers of Mathematics and the International Reading Association. Data and analyses from our work will also be routinely provided to our local peer institutions through regular CCADE meetings and summits. See Appendix D, II-e , for a list of CCADE institutions. Alumni will be informed of our work so that we may engage them in disseminating best practices and gain additional perspectives on our work. As indicated earlier, the Illinois State Board of Education and Illinois Board of Higher Education have indicated support for our project in the hope that it will inform state policy and rules with regard to teacher preparation and induction.

### **LIKELIHOOD THAT CTPP WILL RESULT IN POLICY CHANGES**

Current debates among educational policymakers are highly focused on teacher quality and teacher preparation. Although there is ample and convincing research-based evidence demonstrating that quality teachers make a difference, there are many unanswered questions about how best to recruit and prepare teachers and ensure that they teach effectively and are

retained in high-need classrooms. The evaluation findings of CTPP will provide needed evidence to inform the debate by explicitly connecting teacher preparation reforms with student learning.

As advocates for major reforms in teacher preparation programs, the four universities collaborate with other similar organizations to actively pursue policy changes at the local, state, and national levels. The following graphic illustrates CTPP relationship to these organizations:



As members of the Council of Chicago Area Deans of Education (CCADE), partners will share evaluation findings and promising evidence-based best practices identified through the project. The likelihood of providing significant impact on the teacher preparation programs of other members is high: 22 deans of education belong to CCADE, all of whom are highly interested in the CTPP model. As a body, CCADE has the potential to be a major force for education policy change.

Because CTPP is based on a true collaborative partnership with CPS, there is a strong likelihood for impacting district policies. Relationships of trust and cooperation fostered through membership on the CTPP Council of Principal Investigators will provide further impetus for working collaboratively to impact policies of the CPS Board of Education and the Illinois State Board of Education (ISBE).

These groups have already begun working with ISBE in developing policy changes regarding: (1) revised teacher endorsements based on assessment of content knowledge rather than additional coursework; (2) recommendations for new salary schedules at the district level that recognize content knowledge and/or performance; (3) a new teacher leadership endorsement that recognizes competencies necessary to direct school-based professional communities; and (4) redirection of current funding resources and identification of new sources for supporting education. Although the dialogue is in its early stages, it is moving on a trajectory that will lead to a framework for effective teacher education programs and identification of quality teaching.

#### **CONCLUSION: SUSTAINABILITY AND FUTURE DIRECTION**

CTPP project planners have already begun to plan for future funding to continue and expand the model once grant funds terminate. Sustainability is inherent in the project because the components are “home-grown,” will be institutionalized across the universities, and are not dependent on external resources. To a large degree, future funding will come from the universities through diminution of design costs over time, institutionalization of ongoing program costs as the innovations replace existing program activities, ongoing grant-seeking efforts, and identification of major community benefactors such as the Chicago Community Trust. The Trust has a major investment in this project: their representatives provided expertise and support for Council of Principal Investigators. CPS has made a strong commitment to CTPP to continue as a

developing this project and the Trust will continue its involvement through membership on the major partner and contributor to a shared vision of improving teacher quality and student achievement.

Informed by this vision of leveraging partnerships to reform teacher preparation and by the findings from rigorous project evaluation, the CTPP model will help decision makers identify where to focus efforts and resources to further advance and improve project outcomes. Lessons learned from CTPP and its modifications will serve as propel future innovation.

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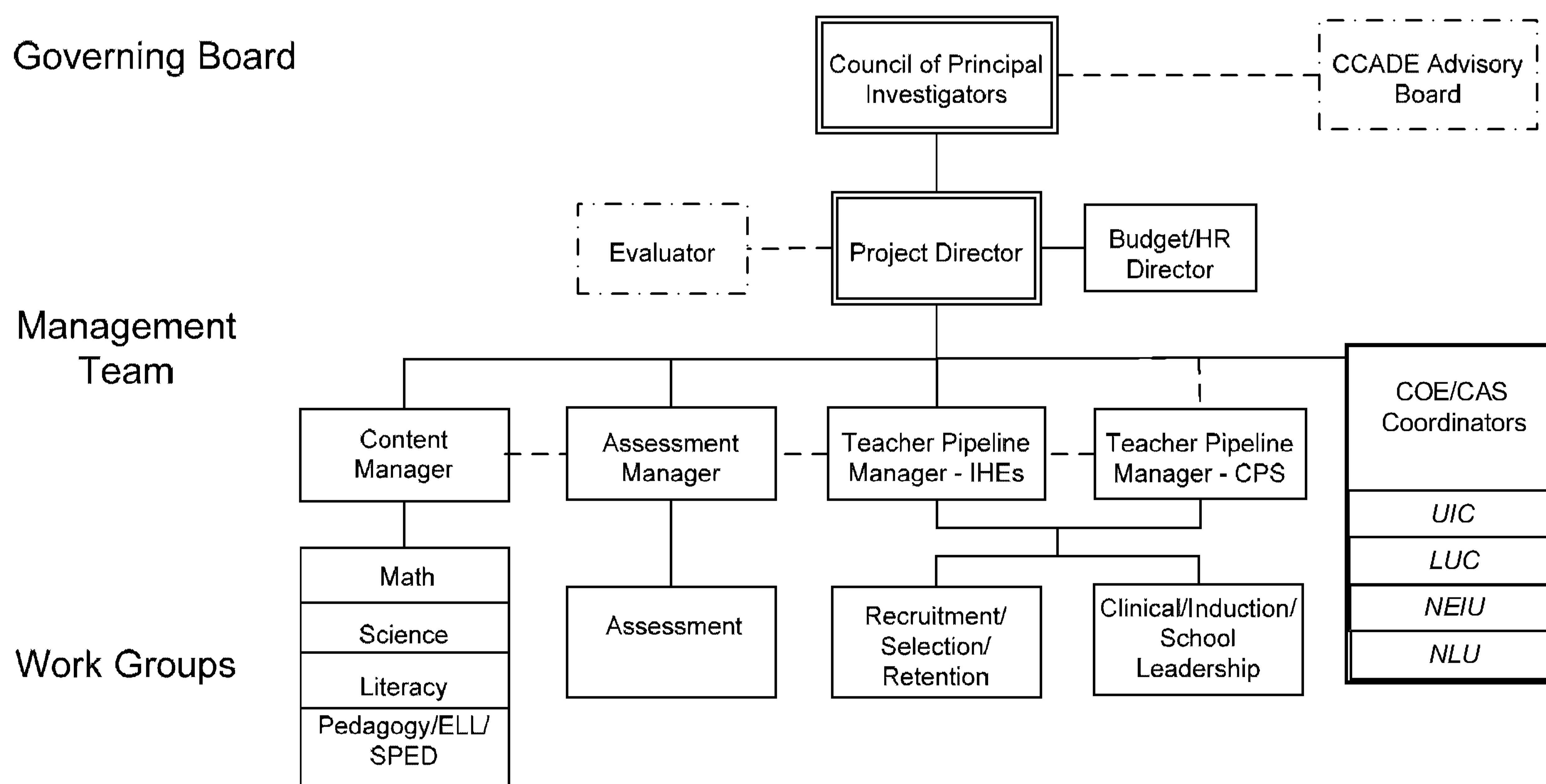
## MANAGEMENT PLAN

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### ADEQUACY OF MANAGEMENT

CTPP will achieve project objectives on time and within budget through strong leadership, informed decision making, expert management, and coordinated partner contribution. CTPP brings together state, community, and local leadership whose direction and support will accomplish major reform in the pre-baccalaureate preparation of quality elementary education teachers. The following organization chart describes project personnel and their reporting relationships.

The following chart further details Project Personnel and their functions.



<b>Organization Chart Key</b>	<b>Functions</b>
<b>CCADE Advisory Board.</b> 22 institutions that supply most of CPS's teachers.	Provides oversight; approves annual workplans, programs, evaluation reports
<b>Council of Principal Investigators.</b> Chaired by UIC. Four Deans of Education (UIC, NEIU, NLU, LUC); CPS Acting Deputy CEO Of Human Capital; Program Officer – The Chicago Community Trust	Guides the work across the project. Keeps project on track to meet objectives on time & within budget
<b>Management Team.</b> Project Director, 5 Managers, 8 COE/CAS Coordinators (see below), Evaluator	Convenes semi-monthly to coordinate work across the project
<b>Project Director</b>	Oversees day-to-day operations of the project
<b>Managers</b>	Facilitate & support the development, piloting, approval of project initiatives
<b>COE/CAS (College of Education/College of Arts &amp; Sciences) Coordinators</b>	Guide the work of the project at each of the 4 universities; convene monthly
<b>Workgroups.</b> 7 groups per university consisting of 1 COE faculty, 1 CAS faculty, & 1 teacher from 4 CPS partner schools (1 per university)	Develop content & processes to reform the Elementary Education pipeline. Cross-institutional groups meet weekly to develop ensure institutionalization of reforms.

#### **RESPONSIBILITIES, TIME COMMITMENT AND FUNDING OF KEY PERSONNEL**

Roles, responsibilities, and time commitments are as outlined below:

<b>Dean, College of Education, UIC</b> <i>Victoria Chou</i>	Oversees project; ensures quality and faithful implementation; point of contact for Project Manager <b>Time Commitment: 10 % (in kind)</b>
<b>CPS Deputy CEO of Human Capital</b> <i>Alan Anderson</i>	Oversees project; ensures quality and faithful implementation in CPS; point of contact for CPS Pipeline Manager. <b>Time Commitment: 5% (in kind)</b>
<b>Project Director</b> <i>Ginger Reynolds</i>	Oversees day-to-day project operation; ensures fiscal integrity and adherence to grant requirements; ensures quality of professional development content; manages data collection and dissemination; meets regularly with Managers and partners; facilitates development, piloting, and approval of Teacher Leader endorsement programs. <b>Time Commitment: 100% (grant) (50% administrative, 50% program development)</b>
<b>Content Manager</b> <i>New Hire</i>	Oversees development, piloting, and approval of new content coursework across the project; maintains working relationships with ISBE and IBHE; facilitates content area work groups; supervises the web developer. <b>Time Commitment: 100% (grant)</b>

<b>Assessment Manager</b> <i>New Hire</i>	Facilitates development/piloting & approval of assessment instruments & protocols; Oversees development & maintenance of assessment information management system; Coordinates candidate Recruitment and Selection reforms; Supervises assessment/evaluation coordinator (graduate student). <b>Time Commitment: 100% (grant)</b>
<b>Teacher Pipeline Manager – IHEs</b> <i>New Hire</i>	Collaborates with CPS counterpart to facilitate selection of partner schools, develop clinical model, & schedules for fieldwork & induction; Coordinates professional development activities; Monitors clinical, induction & professional development <b>Time Commitment: 100% (grant)</b>
<b>Teacher Pipeline Manager – CPS</b> <i>Lahari Goud</i>	Communicates with partner schools partners regarding fieldwork and professional development; Coordinates teacher/school incentives; Facilitates placement into school leadership endorsement programs; Coordinates clinical placements, hiring & induction activities for cohorts; <b>Time Commitment: 100% (grant)</b>
<b>COE Coordinators</b> UIC: <i>E. Katsarou</i> NEIU: <i>J. Yturriago</i> NLU: <i>D. O'Connor</i> LUC: <i>D. Giroux</i>	Coordinates the tasks for the 7 Workgroups wit COA; Secures additional resource support as needed; Facilitates Recruitment/ Selection/Retention Workgroup; Ensures collaboration within and across the partnership. Arranges El. Ed. faculty residencies. <b>Time Commitment: 50% (grant)</b>
<b>CAS Coordinators</b> UIC: <i>D. Martin</i> NEIU: <i>L. Berlin</i> NLU: <i>W Canfield</i> LUC: <i>R. Shefner</i>	Coordinates the tasks for the 7 Workgroups with COE; Secures additional support from the Colleges of Arts & Sciences as needed; Facilitates collaboration within and across the partnership; Arranges College of Arts & Science faculty residencies. <b>Time Commitment: 25% (grant)</b>

#### QUALITY OF KEY PERSONNEL

**Ginger Reynolds** will serve as CTPP Project Director. Dr. Reynolds has a Ph.D. in Educational Policy Studies from the University of Illinois Urbana and until recently has been the Chief Officer of Research Evaluation and Accountability at the Chicago Public Schools. Her broad range of leadership and consulting experiences that are described in resume in Appendix D make her particularly well suited to lead the project, including development of the Teacher Leader Endorsement.

**Managers (New Hires).** Grant funds will enable CTPP to hire three (3) full-time positions (Managers) to ensure the capacity of the partnership to fully develop and implement proposed reforms. Minimum requirements for these positions include: a master's degree in a field related to their assigned tasks, five years experience leading educational projects in a university or similar setting, possession of superior writing and communication skills, and competent in motivating and inspiring colleagues. Curriculum Vitae/Resumes for all named key project personnel are included in Appendix D.

**TIMELINE, MAJOR ACTIVITIES MILESTONES AND RESPONSIBLE PERSON**

The following table summarizes planning and preparation for implementation and the annual cycle of activities to be undertaken during each of the 5 grant years.

<b>Year 1 (2009-2010)</b>		
<b>Grant Funded Responsible Person</b>	<b>Activities</b>	<b>Milestones Completion Dates</b>
Dean, Project Director	Begin contracting process	Nov. 15
Dean, Project Director	Select and hire project staff/partnership level	Nov. 15
COE/CAS Coords.	Contract faculty, staff, teachers/university level	Nov. 15
Project Director	Convene Management Team for the first semi-monthly meeting to develop the Year 1 Work plan.	Nov. 15
Dean, Project Director	Present the Year 1 Work plan for the approval of the Governing Boards	Dec. 15
COE/CAS Coords.	Convene the 7 Workgroups at each partner university	Jan. 15
Project Director	Conduct first project-wide Summit/orientation	Feb. 1
Assessment Manager, University faculty	Begin training in administering Haberman Star Teacher for two faculty from each university	Feb. 1
Recruitment Faculty from each University	Begin recruiting Freshmen and Juniors for Fall 2010. Administer Haberman Star Teacher Interview.	Feb. 15
Content Manager	Organize and convene Cross-Institutional Program Development Workgroups	Mar. 1



Content Manager, faculty	Conduct Professional Development for teachers in partner schools (continues from this point)	Mar. 1
Project Director, Evaluator	Submit Year 1 Annual Progress Report (APR) - (repeats annually)	May 15
Content Manager	Approve new mathematics/science content course to pilot in Year 2	Jun. 15
Project Director	Submit 2nd project-wide Summit/progress report	Jun. 15
University Faculty	Administer entry assessment tools to select Freshman Cohort 1 and Junior Cohort 1 and conduct orientation;	Aug. 1
COE/CAS Coords.	Pilot new math/science improved coursework	Sep. 1
Project Director	Submit 3rd project-wide Summit/ Discuss Year 1 Preliminary Evaluation Disseminate Program Reports	Sep. 30
<b>Year 2 (2010-2011)</b>		
<b>Responsible Person</b>	<b>Activities</b>	<b>Milestones</b>
Dean, Project Director	Present the Year 2 Work plan for approval of the Governing Group	Oct. 15
Project Director, Evaluator	Review Year 1 Evaluation and Program Reports	Oct. 31
Teacher Pipeline Managers	Place Freshmen Cohort 1 and Junior Cohort 1 in partner schools to begin clinical education	Sept 15-Dec 15
University Faculty	Implement new recruitment strategies for Freshmen Cohort 2 and Junior Cohort 2 for Fall 2011; Administer Haberman Star Teacher Interview and other entry tests	Nov. 1
Content Manager, faculty	Submit new course outlines/syllabi for university partners approval	Nov. 1
Assessment Manager, COE/CAS Coordinators, faculty	Develop common rubric for content Workgroups to use in assessing candidates	Nov. 15
Project Director, Faculty Workgroups	Begin Teacher Leader Endorsement program within Workgroups	Jan. 15
Teacher Pipeline Managers	Facilitate the interviews and hiring of Junior cohort 1 by CPS principals	May-June

<b>Year 3 (2011-2012)</b>		
<b>Responsible Person</b>	<b>Activities</b>	<b>Milestones</b>
Teacher Pipeline Managers	Begin induction program for Junior cohort 1 (first graduating class) in their first year of teaching in CPS;	Sept.-June
Content Manager, COA/CAS Coords.	Add university-approved math/science courses to the required program sequence	Aug.-Sept.
Teacher Pipeline Managers	Collaborate in planning and implementing summer professional development activities for new teachers	Nov. - May
Content Manager, universities	Submit Teacher Leader endorsement program to ISBE for approval	Nov. 1
Teacher Pipeline Managers	Pilot summer professional development for new teachers	July-Aug
<b>Year 4 (2012-2013)</b>		
<b>Responsible Person</b>	<b>Activities</b>	<b>Timeline</b>
Teacher Pipeline Managers	Continue Year 2 induction program for Cohort 1	Sept-June
Content Manager, faculty	Implement approved Teacher Leader Endorsement programs at universities	Sept. 1
Teacher Pipeline Managers	New teachers' summer professional development approved for all CPS new teachers	July-Aug
<b>Year 5 (2013-2014)</b>		
<b>Responsible Person</b>	<b>Activities</b>	<b>Timeline</b>
Project Director, all university partners	Complete institutionalization of CTPP reforms across all partner universities	Sept-May
Teacher Pipeline Managers	Facilitate completion and application process for CPS teachers who are prepared to receive the Teacher Leader Endorsement	June-Aug
Project Director	Disseminate 11th project-wide Summit report Conduct; Culminating Event-Share Distribute Year 5 Summative Evaluation & Program Reports	Sept. 30

## SHARED AND SPECIFIC RESOURCES OF PARTNER INSTITUTIONS

Institution	Resource
CCADE	<ul style="list-style-type: none"> <li>• Leadership &amp; involvement of 22 Education Deans</li> </ul>
Chicago Community Trust	<ul style="list-style-type: none"> <li>• Non-federal support</li> <li>• Participation of the Sr. Program Manager for Education on the Council of Principal Investigators</li> <li>• Funds all four universities participation in an initiative to increase the number of teachers in high-need underperforming Chicago elementary schools who have reading endorsements</li> </ul>
UIC	<ul style="list-style-type: none"> <li>• Federally designated Minority IHE</li> <li>• Internationally know literacy program</li> <li>• Dean Chou Co-Chair of IRA’s Literacy Leaders for Urban Teacher Education Commission</li> <li>• Sponsors the Chicago Area Writing Project</li> <li>• Learning Sciences Institute</li> <li>• A curriculum embedded “math concentrators” program leading to math endorsement for elementary teachers</li> <li>• Bilingual/ESL approval</li> <li>• Tim Shanahan, former chair of the National Literacy Panel of Language Minority Children and Youth</li> <li>• ELL/Bilingual Education bachelors degree &amp; Bilingual/ESL approval</li> <li>• Fifth year Special Education endorsement, Bilingual/Special Education endorsement</li> </ul>
NEIU	<ul style="list-style-type: none"> <li>• Federally designated Hispanic Serving Institution</li> <li>• Four-year postsecondary cohort model for candidates who indicate a desire to teach in high-need Chicago schools.</li> <li>• New Title V-supported center for underrepresented students for success in mathematics and science in development</li> <li>• ELL/Bilingual Education bachelors degree</li> <li>• Special Education bachelors degree, Bilingual/Special Education endorsement</li> </ul>
NLU	<ul style="list-style-type: none"> <li>• Urban residency clinical program model for providing high-quality clinical experience in Chicago turn around schools</li> <li>• Well-regarded literacy faculty and sponsors of the Illinois Writing Project</li> <li>• Nationally recognized expertise in teaching for conceptual integration in elementary and middle level mathematics</li> <li>• ELL/Bilingual Education bachelors degree</li> <li>• Mark Shinn pioneered the development of Response to Intervention</li> </ul>
LUC	<ul style="list-style-type: none"> <li>• Model undergraduate Reading Teacher Endorsement currently in approval process</li> <li>• Professional Development School model in high-need Chicago school</li> </ul>

	<ul style="list-style-type: none"> <li>• ELL/Bilingual Education bachelors degree</li> <li>• Special Education bachelors degree</li> <li>• David Prasse, a national leader in Response to Intervention</li> <li>• Center for School Evaluation, Intervention and Training provides social/emotional behavior/academic support for children</li> </ul>
CPS	<ul style="list-style-type: none"> <li>• Participation of Alan Anderson, Acting Deputy CEO of Human Talent sits on the Council of Principal Investigators</li> <li>• Clinical supervision for candidate cohorts and two years of induction support from the New Teacher Center for all graduate novice teachers in CPSI</li> <li>• New Teacher Center's Formative assessment System provide the tools for collecting data to inform teacher practice to guide greater proficiency</li> <li>• Support 20 high-need partner CPS elementary schools</li> </ul>

### FEEDBACK AND CONTINUOUS IMPROVEMENT

The hierarchical structure of the management system provides multiple opportunities at various levels to loop communication in a manner that facilitates continuous improvement and timely mid-course adjustments to CTPP implementation. These levels include: (1) Governing bodies meet on a monthly basis to address ongoing progress toward goal achievement and approve needed adjustments. (2) A Management Team meets on a semi-monthly basis along to discuss evaluation and progress reports from the evaluation team and Workgroups. (3) Workgroups meet with Managers also on a weekly basis to discuss progress, problems, and their possible solutions. (4) The Management Team in semi-monthly meetings will incorporate reports from each aspect of the program two ways, through the five Managers and the University Coordinators and Co-Coordinators. The Council of Principal Investigators will meet monthly to share their perspectives on the project's progress on each campus and fine-tune the work plan to meet the needs of each partner and the CTPP teacher candidates. (5) The Evaluator participates in quarterly meeting with the Project Director and Council of Principal Investigators in preparation for the quarterly reports to the CCADE. (6) Project wide Summits meet once a

semester to disseminate information regarding progress and enhance communicating across the various levels.

#### **MECHANISMS FOR ENSURING HIGH-QUALITY PRODUCTS AND SERVICES**

A number of mechanisms are in place to ensure high-quality products and services are developed by the proposed project. (1) The Deans of Education and of Arts & Sciences will be supervising the development of new courses, sequences and programs at the University level. (2) The Dean of Education from the four University partners will work with the Project Director on cross-program initiatives. (3) CPS will connect the Induction component to the work of the project. (4) ISBE and IBHE will be fully aware of the progress of new endorsement initiatives from planning to approval and will be able to guide the Workgroups in developing programs that can be quickly approved. (5) The Council of Chicago Area Deans of Education will oversee the project and provide regular input into products and processes.

# Project Narrative

## Competitive Preference Priorities and Invitational Priority

Attachment 1:

Title: **COMPETITIVE PREFERENCE PRIORITY 1 - Student Achievement and Continuous Program Improvement** Pages: **0** Uploaded File: **TQP\_Comp\_Priorities\_1-4\_Final.doc**

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## **COMPETITIVE PREFERENCE PRIORITY 1 - Student Achievement and Continuous Program Improvement**

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### **1. STUDENT ACHIEVEMENT AND CONTINUOUS PROGRAM IMPROVEMENT**

The Chicago Teacher Pipeline Project (CTPP) and the CTPP Evaluation Team will gather and analyze quantitative and qualitative data as well as access data from CTPP universities, Council of Chicago Area Deans of Education (CCADE), Chicago Public Schools (CPS), the Illinois Teacher Data Warehouse, and the Illinois State Board of Education (ISBE) to directly address both components of Competitive Preference Priority 1 (Student Achievement and Continuous Program Improvement): (1) collect and use data on student achievement to assess the effect of teachers prepared through the pre-baccalaureate program on student learning in the classrooms of the high-need schools in which they work; and (2) provide for continuous improvement of the participating teachers, and of the pre- baccalaureate teacher preparation program based on these data.

#### ***Assess teacher effectiveness using student achievement data***

A prominent feature in the CTPP Evaluation Plan involves longitudinal analysis of the effect of teaching by CTPP program graduates on student learning using CPS student achievement data. With CPS as its LEA, CTPP is in a particularly favorable position for meeting item (1) of Competitive Preference Priority 1. The Evaluation Team will use data from the CPS Value-added Student Achievement System and from the CPS Teacher Assessment data system for CTPP teachers in CPS partner schools. The Evaluation Team will also investigate teacher effectiveness in terms of data related to Teacher Qualifications, including members of underrepresented groups; teaching high-need academic subject areas; teaching in high-need areas (SPED, ELL); and teaching in high-need schools.

### *Continuous teacher and program improvement based on data*

Continuous teacher and program improvement based on data are critical components of the CTPP Project. The CTPP Evaluation Team will provide the project Management Team with ongoing performance feedback and formative evaluation regarding progress towards project objectives. This formative evaluation will address all project performance areas, with the data and findings presented comprehensively to the project team at the end of each year through a written report and facilitated discussion. The report and discussion will address the implications of the data and findings in terms of project components that are working well and should be continued, those that are problematic and require intervention, and additional components or activities that need to be considered.

In addition to this annual feedback, the Evaluation Team will address subsets of the project's activities throughout the year. Data collection and analysis from interviews, surveys, observations, artifact analyses, e.g., assessments of syllabi, endorsement documentation, and analysis of test score data will be aligned to the project timeline to ensure they are available at pertinent points during project development. As the timeline for the project's implementation becomes more detailed, the Evaluation Team will determine the schedule of evaluation activities for each year. Furthermore, whenever particular components or phases of the project pose challenges that indicated a need for closer observation, additional data, and discussion with the Management Team, the Evaluation Team rapidly will provide targeted evaluation data analysis for improving activities. Finally, the Evaluation Team's formative and summative evaluation will produce robust data and findings that will make important contributions not only to



ongoing program improvements but also to current knowledge in the field and the national debate on evidence-based best practices in teacher preparation.

## **2. CONTINUOUS IMPROVEMENT THROUGH CANDIDATE ASSESSMENT**

To prove the effectiveness of CTPP, there must be one coherent assessment system that verifies candidate competence while at the same time documenting the impact of the program and faculty on that competence. Providing one shared assessment system will be a significant accomplishment given that each of the four university partners already has a well established assessment system in place.

The CTPP Assessment/Developer Manager will convene a Workgroup composed of faculty representatives from each partner university. The charge for the Workgroup is to develop a new assessment plan that reflects the reforms in CTPP and has mutual approval of the partners. Inherent in this charge are the following five tasks:

1. Analysis of current and other research-based practices;
2. Development of a set of clearly articulated standards for candidate achievement;
3. Recommendations for quality classroom assessment by faculty;
4. Identification of assessment tools and schedule for their administration;
5. Development of an information management system of record keeping and communication about candidate progress.

This new assessment system will allow for the evaluation of candidate progress across preparation programs, the impact of academic coursework on candidate achievement, and, ultimately program effectiveness. It will include both formative and summative assessment.

*Formative Assessment* will provide data on an ongoing basis in documenting the quality of growth in professional skills and content knowledge. Providing continuous feedback in areas of weaknesses along with customizing program elements will ensure candidates are on-track for licensure and graduation. The nature of assessment tools will be tailored to the specific standards for achievement.

*Summative Assessment* will provide data to determine candidate readiness to earn a teaching license and endorsement. This assessment measures growth and change in the candidate over time, and provides supporting evidence documenting the candidate's successful completion of the program.

*CTPP Information Management System* will collect and store data and information about each candidate's achievement, making accurate data accessible to all partners in a timely and user-friendly format. These data will be integral to determining and demonstrating the effectiveness of CTPP.

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## **COMPETITIVE PREFERENCE PRIORITY 2 – Development of Leadership Programs**

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### **CURRENT CONTEXT**

The traditional trajectory for developing teacher leadership has been through the structural hierarchy of education that requires an administrative certificate. The usual process is additional required coursework at the graduate level not necessarily accompanied by a Master's degree. This current system of awarding a Type 75 certificate with General Administrative endorsement does not differentiate preparation or qualification among the diverse leadership roles such as dean, department head, assistant principal, or principal. Over the past two years, a Redesign Team under the auspices of the Illinois Task Force undertook the charge of developing a new structure for leadership

certification and endorsements that align preparation, early career mentoring, ongoing professional development and master principal recognition. The charge to the Redesign team is to develop a career continuum of school leadership development that includes teachers, other administrators, and principals.

#### **NEW PRINCIPAL ENDORSEMENT**

THE Illinois State Board of Education immediately began work on the new endorsement structure and to develop a single set of standards-based program approval criteria for all principal preparation programs leading to a new principal endorsement. By 2013, all programs seeking to prepare school principals must be approved under these revised standards.

#### **NEW TEACHER LEADER ENDORSEMENT**

Rather than create unintended incentives for novice teachers to enter Type 75 programs, the new state policies encourage teachers to pursue master's degrees or coursework that will enable them to remain in their classrooms while supporting distributed leadership in the schools. Preparation programs must focus on improving subject-matter knowledge, strengthening student learning, and developing leadership capacities. These three areas can become a firm base for those who later choose to pursue Type 75 options.

#### **CTPP TEACHER LEADERSHIP STRUCTURE**

CTPP will be in a good position to take advantage of these new changes by providing strong support to develop the leadership skills of novice teachers early in their careers and guide them to appropriate leadership endorsements based on their career goals.

The concept and practice of leadership is a natural progression within the various components of CTPP. Theory and research underlying school leadership is introduced

and interwoven throughout the pedagogic education coursework and is expanded all through the clinical experience. Central to developing leadership capacity during the clinical experience is participation in professional communities that are already established and functioning at the partner school. Candidates will have multiple opportunities to observe teacher leaders at work, participate in guided practice, and engage in thoughtful reflections about their experiences – all supported by mentor teachers and resident faculty. These experiences expose candidates to a variety of teacher leadership roles and role- models (e.g., mentors, coaches, curricula or grade specialists) within the school setting. These experiences will help to broaden the candidates' view of teaching from a stagnant one-dimensional occupation to a view of teaching as a vibrant profession full of opportunities for personal and professional growth.

The New Teacher Center Induction program provides additional opportunities for novice teachers to gain greater depth in content knowledge and additional support in leadership development. Continuing contact with university faculty through professional development activities will focus on intensifying leadership knowledge and encourage novice teachers to pursue the Teacher Leader Endorsement. CTPP will develop a route to the teacher leader endorsement for cooperating and mentor teachers that specifically emphasize their roles and responsibilities in teacher development. The work is especially timely because the teacher leader endorsement is new in Illinois, and it will directly tie in with the most recent work of the National Board for Professional Teaching Standards, which involves two of the CTPP institutions, i.e., the development of a set of core propositions, standards, and assessments that will define and certify accomplished teacher leaders.

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### **COMPETITIVE PREFERENCE PRIORITY 3 – Rigorous Selection**

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The level of CTPP effectiveness is, to a large extent, dependent on the quality of candidates who enter the program. The CTPP leadership team fully understands the importance of adopting more rigorous and objective selection criteria. The team also recognizes that an immediate increase in standards would significantly decrease the applicant pool, putting us at a distinct disadvantage in competing for applicants with 40 other Illinois Institutes of Higher Education who have not raised the bar in their selection processes. Overcoming this barrier will take time, persistence, evidence that CTPP is a “best practice-model” for teacher preparation programs in the State, and adequate funding for continuation and refinement. However, because of the scale and depth of the improvements made to the four university programs, CTPP expects that, over the life of this grant, we will develop a reputation for being one of the top ten producers of quality teachers. As the reputation of the four programs increases, so will the selection criteria.

CTPP will use two entry gateways to strengthen the pool of quality applicants.

<i><b>Gateway 1- University</b></i>	<i><b>Gateway 2-Elementary Education</b></i>
<ul style="list-style-type: none"> <li>▶ Broad-based, aggressive marketing strategies to attract quality applicants from underrepresented populations</li> <li>▶ Identification of new minimum cut-score criteria on existing entry tests (e.g. Illinois Basic Skills Test and Praxis I).</li> <li>▶ Inclusion of a modified Haberman interview to assess potential to effectively work with diverse, high-need students in an urban setting.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Administration of Praxis II to measure knowledge in subject-specific content as well as pedagogic knowledge and teaching skills</li> <li>▶ Assessment of freshman and sophomore performance including evaluation of writing and presentation skills</li> <li>▶ Comparison of current performance with earlier performance on entry interviews and test scores.</li> </ul>

All university partners will uniformly implement this framework as their selection process. This new shared process of selecting candidates will facilitate evaluation to accurately determine the effectiveness of CTPP.

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## **COMPETITIVE PREFERENCE PRIORITY 4 – Broad-based Partners**

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### **PRIMARY PARTNERS**

The Chicago Teacher Pipeline Project (CTPP) builds upon an ongoing partnership forged through several cooperative efforts regarding teacher preparation and initiatives in the Chicago Public Schools. The primary partners include four Chicago-based universities – Loyola University, National-Louis University, Northeastern Illinois University and the University of Illinois Chicago, all working in partnership with the Chicago Public Schools, the third largest school district in the nation. The dean of education from the University of Illinois Chicago will work closely with the other deans to share responsibilities for overall leadership, coordination of CTPP implementation activities, adherence to grant requirements, and adequate and appropriate fiscal management.

### **ADVISORY PARTNERS**

*Local* - A Partnership Board that includes Members of the Council of Chicago Area Deans of Education (CCADE) will also provide guidance to CTPP. This group includes the four primary partner deans and 18 other deans of local colleges of education who, by nature of their involvement, are also partners in CTPP.

*Community* - The Chicago Community Trust (the Trust) balances this robust educational partnership by bringing to the project a community perspective and long history of collaboration in strengthening the quality of instruction in Chicago Public

School in strategic ways. The Trust, as a large community foundation, brings the viewpoint of a philanthropic agency interested in community improvement. Through its Education Program, the Trust has provided over \$65 million in financial support and guidance to improve the district's reform efforts in the areas of rigorous curricula, teachers' knowledge and pedagogical skills, leadership, and the use of data to influence differentiated instruction. This past year, the Trust provided a grant to CCADE that enabled the deans to develop a critical cross-institutional database and to formulate ambitious plans for collaborative data-driven decision-making. The Trust will continue its commitment to Illinois public education through participation on the CTPP Advisory Committee, a significant material contribution to the work of CTPP (see letter), and exploration of future funding through its influence in Chicago's philanthropic community.

*State* - The Illinois State Board of Education and the Illinois Board of Higher Education also participate in this partnership to guide CTPP from a state perspective and ensure that all elements comply with State guidelines and requirements. The Illinois State Board of Education, as the administration arm for public education in Illinois will deepen the current dialogue surrounding teacher preparation programs, program improvement of school districts and their schools, and needed revisions in credentials and licensure. Its participation in CTPP represents a strong force in project guidance and impact on policy changes. The Illinois Board of Higher Education has the major responsibilities of planning and coordinating Illinois' system of colleges and universities. Their expertise and guidance in areas such as workforce preparation, involvement of underrepresented groups, undergraduate education, and teacher preparation will help to develop CTPP as a

state model of pre-baccalaureate reform. Their involvement in this partnership represents a strong force to expedite approval of new and revised coursework and maximize the potential for policy changes.

As a collective group, this partnership represents unprecedented leverage for systemic change at the district and state levels. Letters of support/commitment from all the partners are included in Appendix D.



# Project Narrative

## Appendix A--Eligible Partnership Documentation

### Attachment 1:

Title: **APPENDIX A: DOCUMENTATION OF ELIGIBILITY FOR THE CHICAGO TEACHER PIPELINE PARTNERSHIP, A TEACHER QUALITY PARTNERSHIP GRANT** Pages: **0** Uploaded File: **TQP\_Appendix\_A\_Final.doc**

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**APPENDIX A: DOCUMENTATION OF ELIGIBILITY FOR THE CHICAGO TEACHER PIPELINE PARTNERSHIP, A TEACHER QUALITY PARTNERSHIP GRANT**

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**Component A—Poverty/Rural Data**

For Eligibility Component A1: 26.86% of the children served by CPS are from low-income families according to 2007 census data.

<b>LEA</b>	<b>A1</b>	<b>%</b>	<b>Data Source</b>
Chicago Public Schools	X	26.86%	2007 Census

**Component B—Teacher Need**

For Eligibility Component B2: Chicago Public Schools experiences an annual teacher turnover rate of 30.2 among classroom teachers who did not return to the same school according to Chicago Public Schools human resources data.

<b>LEA</b>	<b>B2</b>	<b>% at least 1.37%</b>	<b>Data Source</b>
Chicago Public Schools	X	30.2%	CPS Human Resources

**Component C—High-Need School Eligibility**

For Eligibility Component C2: The participating schools are elementary schools where not less than 60% of its students are eligible for FRPSL. The data come from state report cards generated by the Illinois State Board of Education.

<b>School Name</b>	<b>LEA</b>	<b>C2</b>	<b>% FRPSL</b>
Ames	CPS	X	94.0
Cameron	CPS	X	98.8
Dumas	CPS	X	95.1
Funston	CPS	X	100.0
Goudy	CPS	X	97.2
Greeley	CPS	X	93.3

Jordan	CPS	X	97.0
Jungman	CPS	X	93.6
Lloyd	CPS	X	97.0
Lozano	CPS	X	92.8
Marshall	CPS	X	95.7
May	CPS	X	94.5
Nash	CPS	X	99.1
Nobel	CPS	X	88.4
Peirce	CPS	X	83.0
Perez	CPS	X	99.6
Prescott	CPS	X	90.8
Spencer	CPS	X	97.4
Telpochcalli	CPS	X	96.7
Whittier	CPS	X	97.3

# Project Narrative

## Appendix B--Checklist (optional)

Attachment 1:

Title: **checklist** Pages: **0** Uploaded File: **Checklist?AppendixB.pdf**

**23. OPTIONAL CHECKLIST—APPENDIX B**

**Program Requirements**

To be considered for funding, applicants *must* address the following program requirements and authorized activities contained in section 202 Higher Education Opportunity Act.

To ensure the fulfillment of every program requirement and authorized activity listed below, the Department encourages you, the applicant, to check the corresponding box on the left side of the page along with indicating the page number(s) where the specific component is located.

<b>General Application Requirements</b>	
<input checked="" type="checkbox"/> (1) <u>1-50</u>	<b>(1) Application.—Each eligible partnership describing a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall contain—</b>
<input checked="" type="checkbox"/> (A) <u>1-8</u>	(A) A needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators.
<input checked="" type="checkbox"/> (B) <u>12-22</u>	(B) A description of the extent to which the program to be carried out with grant funds, as described in Section 202(c), will prepare prospective and new teachers with strong teaching skills.
<input checked="" type="checkbox"/> (C) <u>16-17, 21</u>	(C) A description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction.
<input checked="" type="checkbox"/> (i) <u>12, 19-22</u>  (ii) <u>18, 32-42</u>	(D) A description of— (i) how the eligible partnership will coordinate strategies and activities assisted under the grant with other teacher preparation or professional development programs, including programs funded under the Elementary and Secondary Education Act of 1965 and the Individuals with Disabilities Education Act, and through the National Science Foundation; and (ii) how the activities of the partnership will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement.
<input checked="" type="checkbox"/> (E) <u>32-50, BN*</u> (i) <u>48-49</u> (ii) <u>BN*</u> (iii) <u>32-50</u>	(E) An assessment that describes the resources available to the eligible partnership, including— (i) the integration of funds from other related sources; (ii) the intended use of the grant funds; and (iii) the commitment of the resources of the partnership to the activities assisted under this section, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends.

\* Budget Narrative

(i) <u>8-22</u>	(F) A description of— (i) how the eligible partnership will meet the purposes of this part;
(ii) <u>8-22</u>	(ii) how the partnership will carry out the activities required under subsection (d) or (e), based on the needs identified in paragraph (1), with the goal of improving student academic achievement;
(iii) <u>13-17</u>	(iii) if the partnership chooses to use funds under this section for a project or activities under Section 202(f) or Section 202(g), how the partnership will carry out such project or required activities based on the needs identified in paragraph (A), with the goal of improving student academic achievement;
(iv) <u>22-32</u>	(iv) the partnership's evaluation plan under section 204(a);
(v) <u>8-22</u>	(v) how the partnership will align the teacher preparation program under Section 202(c) with the—
(I) <u>NA</u>	(I) State early learning standards for early childhood education programs, as appropriate, and with the relevant domains of early childhood development; and
(II) <u>8-22</u>	(II) student academic achievement standards and academic content standards under section 1111(b)(2) of the Elementary and Secondary Education Act of 1965, established by the State in which the partnership is located;
(vi) <u>13-17</u>	(vi) how the partnership will prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act;
(vii) <u>13-17</u>	(vii) how the partnership will prepare general education and special education teachers to teach students who are limited English proficient;
(viii) <u>14-22</u>	(viii) how faculty at the partner institution will work, during the term of the grant, with highly qualified teachers in the classrooms of high-need schools served by the high need local educational agency in the partnership to—
(I) <u>21-22</u>	(I) provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and
(II) <u>19-22</u>	(II) train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;
(ix) <u>14-17</u>	(ix) how the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;
(x) <u>19-22</u>	(x) how the partnership will support in-service professional development strategies and activities; and
(xi) <u>19-20</u>	(xi) how the partnership will collect, analyze, and use data on the retention of all teachers and early childhood educators in schools and early childhood education programs located in the geographic area served by the partnership to evaluate the effectiveness of the partnership's teacher and educator support system.
<input checked="" type="checkbox"/>	(G) With respect to the induction program required as part of the activities carried out under this section—
(i) <u>19-22</u>	(i) a demonstration that the schools and departments within the institution of higher education that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;
(ii) <u>15-19</u>	(ii) a demonstration of the eligible partnership's capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and

(iii) <u>19-22</u>	scientifically valid research on teaching and learning;
(iv) <u>14-16</u>	(iii) a description of how the teacher preparation program will design and implement an induction program to support, through not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need local educational agency in the partnership, and, to the extent practicable, all new teachers who teach in such high-need local educational agency, in the further development of the new teachers' teaching skills, including the use of mentors who are trained and compensated by such program for the mentors' work with new teachers; and (iv) a description of how faculty involved in the induction program will be able to substantially participate in an early childhood education program or an elementary school or secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation.
<b>Accountability and Evaluation</b>	
<input checked="" type="checkbox"/> (1) <u>22-32</u>	<b>(1) ELIGIBLE PARTNERSHIP EVALUATION.</b> —Each eligible partnership submitting an application for a grant under this part shall establish, and include in such application, an evaluation plan that includes strong and measurable performance objectives. The plan shall include objectives and measures for increasing—
<input checked="" type="checkbox"/> (A) <u>24-27</u>	(A) Achievement for all prospective and new teachers, as measured by the eligible partnership.
<input checked="" type="checkbox"/> (B) <u>29</u>	(B) Teacher retention in the first three years of a teacher's career.
<input checked="" type="checkbox"/> (C) <u>28</u>	(C) Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers.
<input checked="" type="checkbox"/> (i) <u>28</u> (ii) <u>27-28</u> (iii) <u>28</u> (iv) <u>28</u> (v) <u>28</u> (vi) <u>NA</u> (vii) <u>NA</u>	(D) (i) the percentage of highly qualified teachers hired by the high-need local educational agency participating in the eligible partnership; (ii) the percentage of highly qualified teachers hired by the high-need local educational agency who are members of underrepresented groups; (iii) the percentage of highly qualified teachers hired by the high-need local educational agency who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages); (iv) the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and early childhood education); (v) the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need schools, disaggregated by the elementary school and secondary school levels; (vi) as applicable, the percentage of early childhood education program classes in the geographic area served by the eligible partnership taught by early childhood educators who are highly competent; and (vii) as applicable, the percentage of teachers trained—

(I) <u>NA</u> (II) <u>NA</u>	(i) to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and (II) to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.
<b>Pre-Baccalaureate Preparation of Teachers</b>	
<input checked="" type="checkbox"/> (1) <u>12-19</u>	<b>(1) Implement reforms within each teacher preparation program—</b>
<input checked="" type="checkbox"/> (I) <u>12-19</u> (II) <u>12-19</u> (III) <u>NA</u> (ii) <u>NA</u>	(A)(i) preparing— (I) new or prospective teachers to be highly qualified (including teachers in rural school districts who may teach multiple subjects, special educators, and teachers of students who are limited English proficient who may teach multiple subjects); (II) such teachers and, as applicable, early childhood educators, to understand empirically based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies to improve student achievement; and (III) as applicable, early childhood educators to be highly competent; and (ii) promoting strong teaching skills and, as applicable, techniques for early childhood educators to improve children's cognitive, social, emotional, and physical development.
<input checked="" type="checkbox"/> (i) <u>9-22</u> (ii) <u>9-22</u> (I) <u>16-17</u> (II) <u>12-14</u> (III) <u>12-17</u> (IV) <u>12-17</u> (aa) <u>13-17</u> (bb) <u>13-17</u> (V) <u>13-17</u>	(B) REQUIRED REFORMS.—The reforms shall include— (i) implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills; (ii) using empirically-based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective teachers and, as applicable, early childhood educators— (I) understand and can implement research-based teaching practices in classroom instruction; (II) have knowledge of student learning methods; (III) possess skills to analyze student academic achievement data and other measures of student learning, and use such data and measures to improve classroom instruction; (IV) possess teaching skills and an understanding of effective instructional strategies across all applicable content areas that enable general education and special education teachers and early childhood educators to— (aa) meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels and, as applicable, children in early childhood education programs; and (bb) differentiate instruction for such students; (V) can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education



<p>(VI) <u>13-17</u></p> <p>(iii) <u>13-17</u></p> <p>(iv) <u>19-22</u></p> <p>(v) <u>10-12; 19</u></p> <p>(vi) <u>12-13</u></p>	<p>Act; and</p> <p>(VI) can successfully employ effective strategies for reading instruction using the essential components of reading instruction;</p> <p>(iii) ensuring collaboration with departments, programs, or units of a partner institution outside of the teacher preparation program in all academic content areas to ensure that prospective teachers receive training in both teaching and relevant content areas in order to become highly qualified, which may include training in multiple subjects to teach multiple grade levels; as may be needed for individuals preparing to teach in rural communities and for individuals preparing to teach students with disabilities as described in section 602(10)(D) of the Individuals with Disabilities Education Act;</p> <p>(iv) developing and implementing an induction program;</p> <p>(v) developing admissions goals and priorities aligned with the hiring objectives of the high-need local educational agency in the eligible partnership; and</p> <p>(vi) implementing program and curriculum changes, as applicable, to ensure that prospective teachers have the requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully.</p>
<p><input checked="" type="checkbox"/></p> <p>(2) <u>14-16;</u> <u>20-22</u></p>	<p><b>(2) CLINICAL EXPERIENCE AND INTERACTION. —Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators, involved in the program. Such program shall do the following:</b></p>
<p><input checked="" type="checkbox"/></p> <p>(A) <u>14-16</u></p> <p>(i) <u>14-16</u></p> <p>(ii) <u>14-16</u></p>	<p>(A) Incorporate year-long opportunities for enrichment, including—</p> <p>(i) clinical learning in classrooms in high-need schools served by the high-need local educational agency in the eligible partnership, and identified by the eligible partnership; and</p> <p>(ii) closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at early childhood education programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction.</p>
<p><input checked="" type="checkbox"/></p> <p>(B) <u>12-19</u></p>	<p>(B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.</p>
<p><input checked="" type="checkbox"/></p> <p>(C) <u>19-22</u></p>	<p>(C) Provide high-quality teacher mentoring.</p>
<p><input checked="" type="checkbox"/></p> <p>(D) <u>14-19</u></p>	<p>(D) Be offered over the course of a program of teacher preparation.</p>
<p><input checked="" type="checkbox"/></p> <p>(E) <u>14-19</u></p>	<p>(E) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program).</p>
<p><input checked="" type="checkbox"/></p> <p>(F) <u>14-19</u></p>	<p>(F) Where feasible, allow prospective teachers to learn to teach in the same local educational agency in which the teachers will work, learning the instructional initiatives and curriculum of that local educational agency.</p>
<p><input checked="" type="checkbox"/></p> <p>(G) <u>14-19</u></p>	<p>(G) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.</p>
<p><input checked="" type="checkbox"/></p> <p>(H) <u>19-22</u></p>	<p>(H) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph or paragraph (1) or (3), and for individuals who serve as mentors for such teachers, based on each individual's experience. Such</p>

(i) <u>BN*</u>	support may include— (i) with respect to a prospective teacher or a mentor, release time for such individual's participation; (ii) with respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership's activities; and (iii) with respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor's extra skills and responsibilities.
(ii) <u>BN*</u>	
(iii) <u>BN*</u>	
<input checked="" type="checkbox"/> (3) <u>19-22</u>	<b>(3) INDUCTION PROGRAMS FOR NEW TEACHERS.—Creating an induction program for new teachers or, in the case of an early childhood education program, providing mentoring or coaching for new early childhood educators.</b>
<input type="checkbox"/> (4) <u>NA</u>	<b>(4) SUPPORT AND TRAINING FOR PARTICIPANTS IN EARLY CHILDHOOD EDUCATION PROGRAMS.—In the case of an eligible partnership focusing on early childhood educator preparation, implementing initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in early childhood education.</b>
<input checked="" type="checkbox"/> (5) <u>8-22</u>	<b>(5) TEACHER RECRUITMENT.—Developing and implementing effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become highly qualified teachers through the activities of the eligible partnership, which may include an emphasis on recruiting into the teaching profession—</b>
<input checked="" type="checkbox"/> (A) <u>10-11; 19</u>	(A) Individuals from under represented populations.
<input checked="" type="checkbox"/> (B) <u>8-22</u>	(B) Individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education, and the instruction of limited English proficient students; and
<input type="checkbox"/> (C) <u>NA</u>	(C) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.
<input checked="" type="checkbox"/> (6) <u>12-22</u>	<b>(6) LITERACY TRAINING.—Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers—</b>
<input checked="" type="checkbox"/> (A) <u>12-22</u>	(A) To implement literacy programs that incorporate the essential components of reading instruction.
<input checked="" type="checkbox"/> (B) <u>12-22</u>	(B) To use screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills.
<input checked="" type="checkbox"/> (C) <u>12-22</u>	(C) To provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills.
<input checked="" type="checkbox"/> (D) <u>12-22</u>	(D) To integrate literacy skills in the classroom across subject areas.

\* Budget Narrative

Teacher Residency Program	
<input type="checkbox"/> (1) <u>NA</u>	<b>(1) Teaching residency programs.-- An eligible partnership receiving a grant to carry out an effective teaching residency program shall carry out a program that includes all of the following activities:</b>
<input type="checkbox"/> (A) <u>NA</u>	(A) Supporting a teaching residency program described in paragraph (2) for high-need subjects and areas, as determined by the needs of the high-need local educational agency in the partnership.
<input type="checkbox"/> (B) <u>NA</u>	(B) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school.
<input type="checkbox"/> (C) <u>NA</u> (i) _____ (ii) _____ (iii) _____ (iv) _____	(C) Ensuring that teaching residents who participate in the teaching residency program receive— (i) effective preservice preparation as described in paragraph (2); (ii) teacher mentoring; (iii) support required through the induction program as the teaching residents enter the classroom as new teachers; and (iv) the preparation described in subparagraphs (A), (B), and (C) of subsection (d)(2).
<input type="checkbox"/> (2) <u>NA</u>	<b>(2) TEACHING RESIDENCY PROGRAMS.—and conditions specified by the eligible partnership, as necessary.</b>
<input type="checkbox"/> (A) <u>NA</u> (i) _____ (ii) _____ (iii) _____ (I) _____ (II) _____ (III) _____ (iv) _____ (I) _____	<b>(A) ESTABLISHMENT AND DESIGN.—</b> A teaching residency program under this paragraph shall be a program based upon models of successful teaching residencies that serves as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and shall be designed to include the following characteristics of successful programs: (i) The integration of pedagogy, classroom practice, and teacher mentoring. (ii) Engagement of teaching residents in rigorous graduate-level course work to earn a master's degree while undertaking a guided teaching apprenticeship. (iii) Experience and learning opportunities alongside a trained and experienced mentor teacher— (I) whose teaching shall complement the residency program so that classroom clinical practice is tightly aligned with coursework; (II) who shall have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher coach during the induction program for new teachers, and for establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and (III) who may be relieved from teaching duties as a result of such additional responsibilities. (iv) The establishment of clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge. Evaluation of teacher effectiveness shall be based on, but not limited to, observations of the following: (I) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic

<p>(II) _____  (III) _____  (IV) _____    (V) _____    (v) _____  (vi) _____  (I) _____    (II) _____    (vii) _____</p>	<p>assessments to improve student learning.</p> <p>(II) Appropriate instruction that engages students with different learning styles.</p> <p>(III) Collaboration with colleagues to improve instruction.</p> <p>(IV) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress.</p> <p>(V) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate.</p> <p>(v) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents.</p> <p>(vi) The development of admissions goals and priorities—</p> <p>(I) that are aligned with the hiring objectives of the local educational agency partnering with the program, as well as the instructional initiatives and curriculum of such agency, in exchange for a commitment by such agency to hire qualified graduates from the teaching residency program; and</p> <p>(II) which may include consideration of applicants who reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession.</p> <p>(vii) Support for residents, once the teaching residents are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through not less than the residents' first two years of teaching.</p>
<p><input type="checkbox"/> _____  (B) <u>NA</u>  (i) _____  (I) _____    (II) _____  (ii) _____    (I) _____    (II) _____    (III) _____</p>	<p>(B) SELECTION OF INDIVIDUALS AS TEACHER RESIDENTS.—</p> <p>(i) ELIGIBLE INDIVIDUAL.—In order to be eligible to be a teacher resident in a teaching residency program under this paragraph, an individual shall—</p> <p>(I) be a recent graduate of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and</p> <p>(II) submit an application to the teaching residency program.</p> <p>(ii) SELECTION CRITERIA.—An eligible partnership carrying out a teaching residency program under this subsection shall establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics:</p> <p>(I) Strong content knowledge or record of accomplishment in the field or subject area to be taught.</p> <p>(II) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests.</p> <p>(III) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.</p>
<p><input type="checkbox"/> _____  (i) <u>NA</u>    (ii) <u>NA</u></p>	<p>(C) STIPENDS OR SALARIES; APPLICATIONS; AGREEMENTS; REPAYMENTS.—</p> <p>(i) STIPENDS OR SALARIES.—A teaching residency program under this subsection shall provide a one-year living stipend or salary to teaching residents during the one-year teaching residency program.</p> <p>(ii) APPLICATIONS FOR STIPENDS OR SALARIES.— Each teacher residency</p>

(iii) <u>NA</u>	candidate desiring a stipend or salary during the period of residency shall submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require.
(I) _____	(iii) AGREEMENTS TO SERVE.—Each application submitted under clause (ii) shall contain or be accompanied by an agreement that the applicant will—
(II) _____	(I) serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the one-year teaching residency program;
(III) _____	(II) fulfill the requirement under subclause (I) by teaching in a high-need school served by the high-need local educational agency in the eligible partnership and teach a subject or area that is designated as high need by the partnership;
(IV) _____	(III) provide to the eligible partnership a certificate, from the chief administrative officer of the local educational agency in which the resident is employed, of the employment required in subclauses (I) and (II) at the beginning of, and upon completion of, each year or partial year of service;
(V) _____	(IV) meet the requirements to be a highly qualified teacher, as defined in section 9101 of the Elementary and Secondary Education Act of 1965, or section 602 of the Individuals with Disabilities Education Act, when the applicant begins to fulfill the service obligation under this clause; and
(V) _____	(V) comply with the requirements set by the eligible partnership under clause (iv) if the applicant is unable or unwilling to complete the service obligation required by this clause.
(iv) <u>NA</u>	(iv) REPAYMENTS.—
(I) _____	(I) IN GENERAL.—A grantee carrying out a teaching residency program under this paragraph shall require a recipient of a stipend or salary under clause (i) who does not complete, or who notifies the partnership that the recipient intends not to complete, the service obligation required by clause (iii) to repay such stipend or salary to the eligible partnership, together with interest, at a rate specified by the partnership in the agreement, and in accordance with such other terms and conditions specified by the eligible partnership, as necessary.
(II) _____	(II) OTHER TERMS AND CONDITIONS.—Any other terms and conditions specified by the eligible partnership may include reasonable provisions for pro-rata repayment of the stipend or salary described in clause (i) or for deferral of a teaching resident's service obligation required by clause (iii), on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances.
(III) _____	(III) USE OF REPAYMENTS.—An eligible partnership shall use any repayment received under this clause to carry out additional activities that are consistent with the purposes of this subsection.

<b>Partnership grants for the development of leadership programs</b>	
<input checked="" type="checkbox"/> (1) <del>20-22</del> —	<b>(1) IN GENERAL.—An eligible partnership that receives a grant under this section may carry out an effective school leadership program, which may be carried out in partnership with a local educational agency located in a rural area and that shall include all of the following activities:</b>
<input checked="" type="checkbox"/> (A) <del>20-22</del>	(A) Preparing individuals enrolled or preparing to enroll in school leadership programs for careers as superintendents, principals, early childhood education program directors, or other school leaders (including individuals preparing to work in local educational agencies located in rural areas who may perform multiple duties in addition to the role of a school leader).
<input checked="" type="checkbox"/> (B) <del>20-22</del> (i) <del>20-22</del> (ii) <del>20-22</del> (iii) <del>20-22</del> (iv) <del>20-22</del> (v) <del>20-22</del> (vi) <del>20-22</del>	(B) Promoting strong leadership skills and, as applicable, techniques for school leaders to effectively— (i) create and maintain a data-driven, professional learning community within the leader’s school; (ii) provide a climate conducive to the professional development of teachers, with a focus on improving student academic achievement and the development of effective instructional leadership skills; (iii) understand the teaching and assessment skills needed to support successful classroom instruction and to use data to evaluate teacher instruction and drive teacher and student learning; (iv) manage resources and school time to improve student academic achievement and ensure the school environment is safe; (v) engage and involve parents, community members, the local educational agency, businesses, and other community leaders, to leverage additional resources to improve student academic achievement; and (vi) understand how students learn and develop in order to increase academic achievement for all students.
<input checked="" type="checkbox"/> (C) <del>10-22</del> (i) <del>10-22</del> (ii) <del>20-22</del> (iii) <del>20-22</del>	(C) Ensuring that individuals who participate in the school leadership program receive— (i) effective preservice preparation as described in subparagraph (D); (ii) mentoring; and (iii) if applicable, full State certification or licensure to become a school leader.
<input checked="" type="checkbox"/> (D) <del>14-22</del> (i) <del>14-22</del> (i) <del>14-22</del> (ii) <del>14-22</del> (iii) <del>14-22</del>	(D) Developing and improving a sustained and high quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program. Such clinical education program shall do the following: (i) Incorporate year-long opportunities for enrichment, including— (I) clinical learning in high-need schools served by the high-need local educational agency or a local educational agency located in a rural area in the eligible partnership and identified by the eligible partnership; and (II) closely supervised interaction between prospective school leaders and faculty, new and experienced teachers, and new and experienced school leaders, in such high-need schools. (ii) Integrate pedagogy and practice and promote effective leadership skills, meeting the unique needs of urban, rural, or geographically isolated communities, as applicable. (iii) Provide for mentoring of new school leaders.

<input checked="" type="checkbox"/> (E) <del>20-22</del>	(E) Creating an induction program for new school leaders.
<input checked="" type="checkbox"/> (F) <del>8-22</del> (i) <del>10-11, 19</del> (ii) <del>20-22</del> (iii) <del>20-22</del>	(F) Developing and implementing effective mechanisms to ensure that the eligible partnership is able to recruit qualified individuals to become school leaders through the activities of the eligible partnership, which may include an emphasis on recruiting into school leadership professions— (i) individuals from underrepresented populations; (ii) individuals to serve as superintendents, principals, or other school administrators in rural and geographically isolated communities and school leader shortage areas; and (iii) mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.
<input checked="" type="checkbox"/> (2) <del>20-22</del>	<b>(2) SELECTION OF INDIVIDUALS FOR THE LEADERSHIP PROGRAM.—</b> In order to be eligible for the school leadership program under this subsection, an individual shall be enrolled in or preparing to enroll in an institution of higher education, and shall—
<input checked="" type="checkbox"/> (i) <del>20-22</del> (ii) <del>20-22</del> (iii) <del>20-22</del> (iv) <del>20-22</del>	(A) Be a— (i) recent graduate of an institution of higher education; (ii) mid-career professional from outside the field of education with strong content knowledge or a record of professional accomplishment; (iii) current teacher who is interested in becoming a school leader; or (iv) school leader who is interested in becoming a superintendent.
<input checked="" type="checkbox"/> (B) <del>20-22</del>	(B) Submit an application to the leadership program.

# Project Narrative

## Appendix C--Matching Waiver

Attachment 1:

Title: **Waiver of Matching yrs1-2** Pages: **0** Uploaded File: **CTPP project 071509.2.pdf**



UNIVERSITY OF ILLINOIS  
AT CHICAGO

Office of the Vice Chancellor for Research (MC 672)  
310 Administrative Office Building  
1737 West Polk Street  
Chicago, Illinois 60612-7227

July 15, 2009

Peggi Zelinko  
Director, Teacher Quality Programs  
Office of Innovation and Improvement  
U. S. Department of Education  
400 Maryland Avenue SW, Room 4W306  
Washington, DC 20202-5960

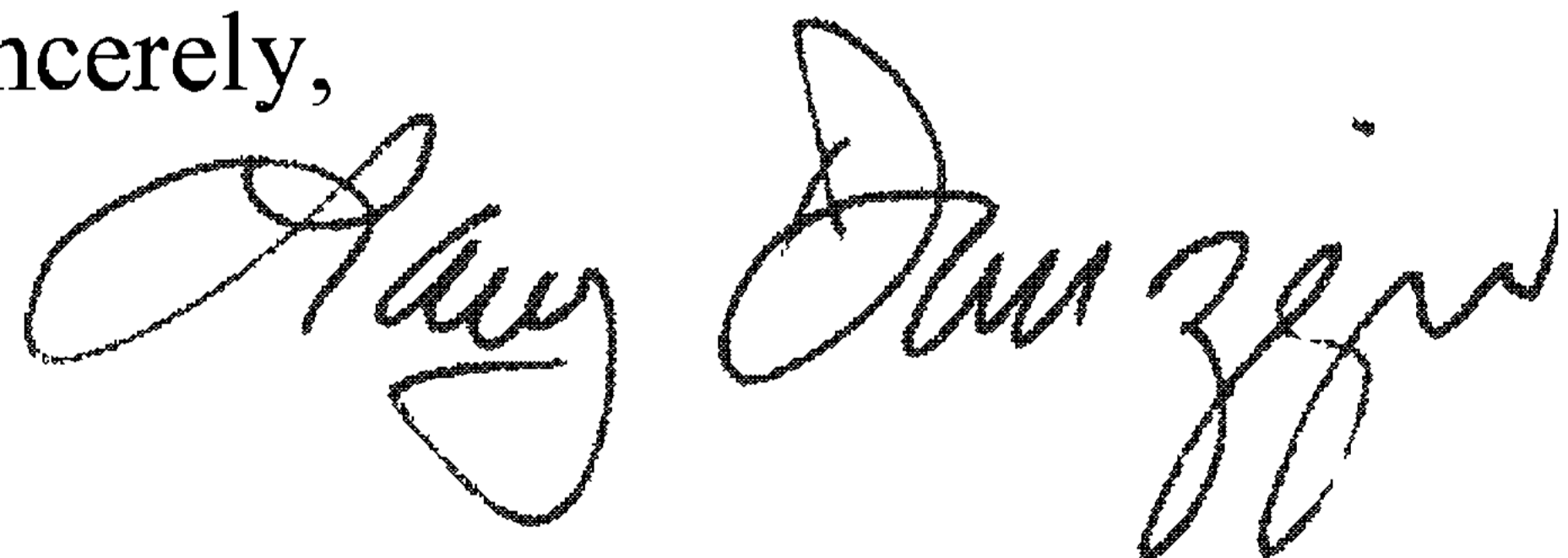
Dear Dr. Zelinko:

As a partner and fiscal agent representing the proposed Chicago Teacher Pipeline Partnership (CTPP) project, we respectfully request a waiver of the matching requirement as stated in section 203(c)(1) of the Higher Education Act. After discussions with the Partnership fiscal officers representing each university and Chicago Public Schools, the Partnership has determined that, because of the nation's economic downturn, it expects to be able to meet, with in-kind contributions, 32 percent of the matching requirement for the first two years. The Partnership has received communications from all of the partners to this effect that they join this request for a waiver.

The Partnership therefore requests a waiver of the non-federal matching requirement of 68 percent for the first two years because of serious economic hardship and because, given the lower percentage of matching contributions, the Partnership would not be able to carry out the authorized activities described in the law.

Documentation of the communications with Partnership fiscal officers and with the other partners is on file.

Sincerely,



Larry Danziger, PharmD  
Interim Vice Chancellor for Research

**UIC**

Phone (312) 996-4995

# Project Narrative

## Appendix D--Other

Attachment 1:

Title: Pages: **0** Uploaded File: **TQP\_CTPP\_Appendix\_D.pdf**

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Principal Investigator, co-coordinators, project director and lead evaluator	
a. David Prasse, Loyola University Chicago, Co-Principal Investigator	
b. Dorothy Giroux, Loyola University Chicago, COE Co-Coordinator	
c. Rachel Shefner, Loyola University Chicago, LAS Co-Coordinator	
d. Alison Hilsabeck, National-Louis University, Co-Principal Investigator	
e. Deborah O'Connor, National-Louis University, COE Co-Coordinator	
f. Ward Canfield, National-Louis University, LAS Co-Coordinator	
g. Maureen Gillette, Northeastern Illinois University, Co-Principal Investigator	
h. Judith Kwiat Yturriago, Northeastern Illinois University, COE Co-Coordinator	
i. Lawrence Berlin, Northeastern Illinois University, LAS Co-Coordinator	
j. Victoria Chou, University of Illinois Chicago, Principal Investigator	
k. Danny Martin, University of Illinois Chicago, LAS/COE Co-Coordinator	
l. Eleni Katsarou, University of Illinois Chicago, COE Co-Coordinator	
m. Alan Anderson, Chicago Public Schools, Co-Principal Investigator	
n. Ginger Reynolds, Project Director	
o. Lahari Goud, Chicago Public Schools, Development Manager 4	
p. Rebekah Levin, Lead Evaluator	

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- a. Loyola University Chicago
- b. National-Louis University
- c. Northeastern Illinois University
- d. University of Illinois Chicago
- e. Chicago Public Schools
- f. Principals of the CTPP schools
- g. Chicago Community Trust
- h. Project Evaluator

**VI. Letters of Support -----65-75**

- a. Sen. Richard J. Durbin
- b. Rep. Luis V. Gutierrez
- c. Gov. Pat Quinn, Illinois
- d. Christopher A. Koch, Illinois State Superintendent of Education
- e. Judy Erwin, Executive Director, Illinois Board of Higher Education
- f. Victoria Chou & Alison Hilsabeck, Co-Chairs, Council of Chicago Area Deans of Education
- g. Cynthia Brunswick, Director, Chicago New Teacher Center
- h. Patricia A. Wasley, Dean, College of Education, University of Washington
- i. Robin Steans, Director, Advance Illinois
- j. Marilyn Stewart, President, Chicago Teachers Union

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## APPENDIX D: I - Bibliography

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**Chart II-a: 2008-2009 Targeted Curricular Offerings in Elementary Education Teacher Preparation Part A**

Content & Methods	University of Illinois Chicago	Loyola University Chicago	Northeastern Illinois University	National-Louis University
Mathematics Course Titles	<ul style="list-style-type: none"> <li>• Arithmetic &amp; Algebraic Structures</li> <li>• Algebraic &amp; Geometric Structures</li> <li>• Teaching &amp; Learning Mathematics in Elementary Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Math for Teachers I</li> <li>• Math for Teachers II</li> <li>• Materials and Methods of Middle School Math Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• College Mathematics I</li> <li>• College Mathematics II</li> <li>• Methods of Teaching Mathematics-Elementary School</li> </ul>	<ul style="list-style-type: none"> <li>• Math for Teachers I</li> <li>• Math for Teachers II</li> <li>• Methods of Teaching Math</li> <li>• Advanced Math Methods for Middle School</li> </ul>
Semester Hrs.	8 Content & 3 Methods	6 Content & 3 Methods	6 Content & 3 Methods	10 Content & 9 Methods*
Science Course Titles	<ul style="list-style-type: none"> <li>• Biological World</li> <li>• Chemical World</li> <li>• Physical World</li> <li>• Project-based Seminar in Natural Science</li> <li>• Science Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Life &amp; Inquiry</li> <li>• Physical Science: Motion</li> <li>• Six Science electives</li> <li>• Science Methods in Elementary School</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Physical Science</li> <li>• Two Science electives</li> <li>• Methods of Teaching Science Elementary School</li> </ul>	<ul style="list-style-type: none"> <li>• General Biology</li> <li>• Survey of Physical Science</li> <li>• Methods of Teaching Science</li> <li>• Two Science electives</li> </ul>
Semester Hrs.	13 Content & 3 Methods 4 Laboratory	12 Content & 3 Methods 1 Laboratory	12 Content & 3 Methods 1 Laboratory	18 Content & 3 Methods* 1 Laboratory
Literacy Course Titles	<ul style="list-style-type: none"> <li>• Foundations of Literacy Learning &amp; Teaching</li> <li>• Language and Literacy Methods I</li> <li>• Language and Literacy Methods II</li> </ul>	<ul style="list-style-type: none"> <li>• English Composition</li> <li>• Communication</li> <li>• Literary Knowledge</li> <li>• Children's Literature</li> <li>• Reading for Elementary Teachers</li> <li>• Literacy in Content Areas</li> </ul>	<ul style="list-style-type: none"> <li>• English Composition I</li> <li>• English Composition II</li> <li>• Speech</li> <li>• Methods of Teaching Reading-Elementary School w/ Clinical Experiences</li> </ul>	<ul style="list-style-type: none"> <li>• English Composition I</li> <li>• English Composition II</li> <li>• Children's Literature</li> <li>• Methods of Teaching Reading &amp; Language Arts</li> </ul>
Semester Hrs.	3 Content & 6 Methods	12 Content & 6 Methods	9 Content & 3 Methods	15 Content & 5 Methods*
Areas of Concentration	15-24 Hours	18 Hours	18 Hours	18 Hours

\*National-Louis University operates on a quarter hour system.



<b>Chart II-b: 2008-2009 Targeted Curricular Offerings in Elementary Education Teacher Preparation Part B</b>				
<b>Content &amp; Methods</b>	<b>University of Illinois Chicago</b>	<b>Loyola University Chicago</b>	<b>Northeastern Illinois University</b>	<b>National-Louis University</b>
<b>Special Education Course Titles</b>	<ul style="list-style-type: none"> <li>• Characteristics of Exceptional Learners</li> <li>• Methods of Instruction for Exceptional Learners</li> </ul>	<ul style="list-style-type: none"> <li>• The Exceptional Child</li> </ul>	<ul style="list-style-type: none"> <li>• Education and Individual Differences</li> <li>• Psychology of Instruction and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Survey of Exceptional Children</li> </ul>
<b>Semester Hrs.</b>	3 Content & 3 Methods	3 Content & 0 Methods	6 Content & 0 Methods	5 Content & 0 Methods*
<b>English Language Learners Course Titles</b>	<ul style="list-style-type: none"> <li>• Multiculturalism, Bilingualism, &amp; Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• The Exceptional Child</li> </ul>	<ul style="list-style-type: none"> <li>• Education and Individual Differences</li> <li>• Psychology of Instruction and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded in Practicum II Seminar</li> <li>• Embedded in Practicum II Field Experience</li> </ul>
<b>Semester Hrs.</b>	3 Content & 0 Methods	3 Content & 0 Methods	6 Content & 0 Methods	3 Content & 2 Methods*
<b>Multicultural Education Course Titles</b>	<ul style="list-style-type: none"> <li>• Multiculturalism, Bilingualism, &amp; Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Identity and Cultural Pluralism</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Strategies with Multicultural Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded in Practicum II Seminar</li> <li>• Embedded in Practicum II Field Experience</li> </ul>
<b>Semester Hrs.</b>	3 Content & 0 Methods	3 Content & 0 Methods	0 Content & 3 Methods	3 Content & 2 Methods *
*National-Louis University operates on a quarter hour system.				
Implication for Learning and Teaching Mathematics, Science, and Literacy: An analysis of the partners' elementary programs (Chart II-a and Chart II-b) shows that, in many instances, our teacher preparation programs have strong family resemblances. But this analysis has also led partners to take note of our programs' individual strengths and weaknesses.				

<b>Chart II-c: 2005-2008 Partnership Middle Grade Endorsements</b>					
Areas of Specialization		University of Illinois Chicago	Loyola University Chicago	Northeastern Illinois University	National Louis University
Shortage Areas	Mathematics	34	56	43	32
	Science	7	42	35	30
	Reading	0	0	0	0
	Total	41	98	78	62
Non-Shortage Areas	Language Arts	8	52	392	40
	Social Studies	7	43	404	115
	Total	15	95	796	155
<p>Implication for Partnership's Areas of Concentration: Partnership teacher candidates are more inclined to earn middle grades endorsements in language arts or social studies rather than in shortage areas like mathematics, science, or reading.</p>					

**Chart II-d: Demographic Data on Partner Schools**

Source: 2008 School Report Card, Illinois State Board of Education

School	% African American	% Latino	% Eligible for FRPSL	% Mobility Rate	% LEP
Ames	7.1	88.3	94.0	17.2	24.1
Cameron	47.6	49.9	98.8	28.9	24.8
Dumas	98.2	0.0	95.1	34.6	0.0
Funston	12.6	81.5	100.0	18.2	36.8
Goudy	16.6	28.7	97.2	22.0	45.2
Greeley	13.9	74.0	93.3	23.4	45.7
Jordan	41.1	55.1	97.0	20.7	25.5
Jungman	5.8	91.8	93.6	20.2	48.8
Lloyd	3.8	93.0	97.0	34.1	51.4
Lozano	3.6	88.7	92.8	22.0	33.3
Marshall	5.1	83.4	95.7	16.1	23.3
May	97.9	0.4	94.5	33.0	0.0
Nash	96.7	1.7	99.1	34.1	0.3
Nobel	20.1	77.0	88.4	19.4	33.7
Peirce	9.4	67.8	83.0	19.4	35.4
Perez	0.8	96.8	99.6	11.3	48.3
Prescott	11.5	74.7	90.8	48.7	24.4
Spencer	98.7	0.3	97.4	44.5	0.0
Telpochcalli	1.2	94.7	96.7	15.1	70.5
Whittier	0.0	96.5	97.3	23.0	78.2

Implications for Partnership’s ability to create appropriate clinical experiences: The partner universities have agreed to select school partners based on more stringent school selection criteria than those required by the grant. Each partner university has identified five schools that both comprise 85 percent minority students and have 80 percent of their students receiving free or reduced lunch, for a total of 20 sites. Of the five schools, the partners selected at least two or three schools with lower student mobility rates (less than 25 percent), to increase our ability to follow a significant group of K-8 students and correlate their achievement with candidate and teacher characteristics. At the same time, the partners included a small number of higher-mobility rate schools, as these tend to better represent the highest-need schools in the district.

<b>Table II-e: Council of Chicago Area Deans of Education</b>	
<b>Institutional Affiliation</b>	<b>Council Member</b>
Argosy University	Cynthia L. Kuck, Dean
Benedictine University	Alan Gorr, Dean
Chicago State University	Sylvia Gist, Dean
Columbia College	Ava Belisle-Chatterjee, Chair Ed. Studies
Concordia University	Kevin Brandon, Interim Dean
DePaul University	Paul Zionts, Dean
Dominican University	Colleen Reardon, Acting Dean
Erikson Institute	Gillian McNamee, Director Teacher Ed.
Governors State University	Deborah Bordelon, Dean
Kendall College	Paul Busceni, Dean
Lewis University	Jeanette Mines, Dean
Loyola University	David P. Prasse, Dean
National-Louis University	Alison R. Hilsabeck, Dean
North Park University	Rebecca Nelson, Dean
Northeastern Illinois University	Maureen Gillette, Dean
Northern IL University	Lemuel Watson, Dean
Northwestern University	Penelope Peterson, Dean
Roosevelt University	Holly Stadler, Dean
St. Xavier University	Beverly Gulley, Dean
Trinity Christian College	Rhoda Mattson, Dir. of Ed. Unit
University of Illinois at Chicago	Victoria Chou, Dean
Wheaton College	Jill Lederhouse, Chair Department of Ed.
Implication for Dissemination of CTPP Findings and Results: Data and analyses from the Partnership's work will also be routinely provided to our local peer institutions through regular Council of Chicago Area Deans of Education meetings and summits.	

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## **APPENDIX D: III - A Description of Induction Services Provided by the Chicago New Teacher Center for CTPP Graduates Teaching in Chicago Public Schools**

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CNTC is part of the national New Teacher Center, a national resource for teacher and administrator induction, which uses an integrated, collaborative approach informed by research, policy, and thoughtful practice to encourage teacher development. The New Teacher Center has been conducting and continually improving its research-based induction model since 1988, and its Chicago branch has been working with Chicago Public Schools since 2006. CNTC's comprehensive teacher induction program trains well-qualified, veteran teachers to provide one-on-one mentoring for new teachers; provides professional development differentiated to new teachers' needs; and utilizes a proven Formative Assessment System with resources for instructional improvements.

CPS's new contract with CNTC will give teachers the supports they need to teach effectively and to build strong ties to their schools. According to the 2008 New Teacher Center survey, 90% of CNTC teachers planned on either teaching in their current schools or in another school in CPS. Only 10% planned on teaching outside of CPS or leaving the profession. The same study also found that in schools with weak induction support, only 49% of those teachers remained in the district. Given these results, CPS has decided that a scaled up contract with CNTC will help build stronger teachers and keep those teachers working in Chicago's public schools

All CTPP graduates teaching at CPS will participate in the CNTC induction model, which includes the following elements:

<b>PROGRAM ELEMENTS</b>	<b>DESCRIPTION</b>
<b>New Teachers Summer Academy</b>	
2-day Orientation for all Y1 teachers	CPS-required training focusing on the challenges of teaching in an urban setting and preparing for the first days of school
<b>Full-release coaching</b>	
Coach to teacher ratio	1 to 16 (1 to 12 SPED)
Coaching Interactions <ul style="list-style-type: none"> <li>• Formal observation cycle</li> <li>• Analysis of Student Work cycle</li> <li>• Teacher Goal-Setting cycle</li> </ul>	30 per year <ul style="list-style-type: none"> <li>• 4 per year</li> <li>• 2 per year</li> <li>• 1 per year</li> </ul>
<b>Networking and content-specific activities</b>	
Face-to-face networking meetings	Monthly meetings organized by coaches, by subject area
Study Groups	Available to all participating teachers
Online Network	Available to all participating teachers via Yahoo Group
Content workshops (Literacy, Math, Special Ed)	Available to all participating teachers
<b>Principal support</b>	
Training	4 half-day trainings for all principals with participating new teachers
Principal coaching	Individualized support in CPS-defined 50 highest-needs schools

### **Selection and Training of Quality Coaches**

The Chicago New Teacher Center currently maintains a rigorous selection process for all coaches. Candidates must submit three professional letters of recommendation along with their résumé and a statement about why they are interested in becoming an

induction coach. A candidate who passes the initial application review participates in both a phone interview and a panel interview. Coaches are then selected for a final in-person interview with CNTC leadership.

Coaches usually exceed minimum requirements that include five years of teaching experience, demonstrated expertise in designing and implementing standards-based instruction, and experience with adult learners. CNTC coaches have on average about 9 years experience in urban schools, with a range of 5-24 years of classroom experience. All coaches are (at least) K-8 certified, with one or more areas of content expertise. The coaching staff is highly diverse: 39% of coaches are African-American, 3% are Latino, 48% are Caucasian, and 10% are Asian/Pacific Islander.

All coaches receive intensive training and support from CTNC including monthly full-day training and continuing professional development focused on the protocols, procedures and tools needed to be a successful induction coach; the use of the New Teacher Center's Formative Assessment System; CPS's Framework for Teaching observation system; and content-based training aligned to CPS instructional foci. In addition, there are weekly coaches' forums, where coaches meet with an assigned lead coach to discuss problems of practice in the field and their growth as professionals.

**David P. Prasse**  
Loyola University Chicago  
312-915-6992  
[dprasse@luc.edu](mailto:dprasse@luc.edu)

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**Formal Education:**

- B.A. Hanover College, Hanover, Indiana; 1969  
Major: Psychology
- M.S. Indiana State University, Terre Haute, Indiana; 1973  
Major: School Psychology and Special Education
- Ph.D. Indiana State University, Terre Haute, Indiana; 1975  
Major: School Psychology

**Positions Held:**

- 2004 – present Dean, School of Education, Loyola University Chicago.
- 2003 – 2004 Associate Dean, Academic Programs, School of Education, Loyola University Chicago.
- 1999-2003 Professor and Chair, Curriculum, Instruction and Educational Psychology, Loyola University, Chicago.
- 1993-1999 University Professor and Director, School Psychology Program, Governors State University.
- 1991-1993 Chair, Department of Educational Psychology, University of Wisconsin, Milwaukee.
- 1987-1991 Professor and Chair, School Psychology Program, Department of Educational Psychology, University of Wisconsin-Milwaukee.
- 1984-1988 Director, Doctoral Studies, School of Education, University of Wisconsin-Milwaukee.
- 1981-1986 Associate Professor and Chair, School Psychology Program, Department of Educational Psychology, University of Wisconsin-Milwaukee.

**Publications**

- Prasse, D.P. (in press). Legal supports and consideration for school-based problem solving. Remedial and Special Education.
- Barnett, D., Hawkins, R., Prasse, D., Graden, J., Nantais, M., Pan, W., Macmann, G. (in press). Decision making validity in response to intervention. In S. Jimerson, M. Burns, & A. VanderHeyden (Eds.). *The handbook of response to intervention: The science and practice of assessment and intervention*. New York: Springer Science, Inc.
- Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., Reschly, D., Schrag, J., Tilly, D. (2005). Response to Intervention: Policy considerations and implementation. National Association of State Directors of Education.
- Gresham, F., Reschly, D., Tilly, D., Fletcher, J., Burns, M., Crist, T., Prasse, D., Vanderwood, M., & Shinn, M. (2004). Comprehensive evaluation of learning disabilities: A response-to-intervention perspective. *Communique*, 33, 4, 34-35.
- Kovaleski, J. & Prasse, D. (2003) Response to instruction in the identification of learning disabilities: A guide for school teams. *Communique*, 32, 5. 28-30.
- Prasse, D. (2002). Best practices in legal issues. In A. Thomas & J. Grimes (Eds.). *Best practices in school psychology IV*. Washington DC: National Association of School Psychologists.



Dr. Prasse has had over 40 additional publications in professional journals from 1976 to 2001

### **Paper Presentations:**

Dr. Prasse has made over 50 paper presentations at national and state professional association meetings.

### **Research Proposals Funded**

Smith, P. and Prasse, D. Investigation of the Voluntary Component of Milwaukee Public School Desegregation. Research support provided through the Office of Research, School of Education, University of Wisconsin-Milwaukee; 1976-77,

Prasse, D. Perinatal Follow-Through Program. Grant proposal funded by Graduate Research Committee; Graduate School, University of Wisconsin-Milwaukee; 1979, \$7,000.

Ellison, P. & Prasse, D. Follow up of at risk infants. Funded by Uhrig Foundation, 1982-83, \$15,000.

Prasse, D. & Bracken, B. Graduate Record Examination Preparation for Minority Students. Funded by UWM, 1983-84, \$7,000.

Ellison, P., Horn, J., & Prasse, D. Developmental Outcomes of Infants Born At Risk. National Institutes of Health, 1984-87, \$230,000.

Prasse, D. & Giroux, D. (1999) Teachers for the Twenty First Century. Illinois Professional Learners' Partnership. USDOE \$1.2 million

Prasse, D. & Giroux, D. (2005). Teacher Quality Enhancement (TQE). USDOE, \$3.5 million.

### **Contributions in the Area of Service:**

#### **Professional Organizations and Societies (Membership)**

- American Psychological Association - Fellow
- Association of State and Provincial Psychology Boards -Fellow
- National Association of School Psychologists
- Illinois School Psychologists Association

### **Special Assignments for Professional Organizations:**

Member, State Task Force on Non-discriminatory Assessment. Wisconsin, 1977.

Member, Advisory Committee to the Board of Examiners in Psychology, State of Wisconsin; 1978-1982.

Chair, Committee to Develop a Continuing Professional Development Program for School Psychologists, Wisconsin School Psychologists Association; 1977-1981.

Member, State Task Force on the Development of Equivalency Standards for Continuing Certification. Appointed by Barbara Thompson, State Superintendent of Public Instruction; 1979 to 1980.

Member, State Task Force for the revision of the Manual for School Psychology: Internship Programs. Illinois State Board of Education, 1997.

Response to Instruction National Forum: Developing a Standard Protocol. Represented National Association of School Psychologists. December, 2004.

**DOROTHY GIROUX**  
LOYOLA UNIVERSITY CHICAGO  
Email: [dgiroux@luc.edu](mailto:dgiroux@luc.edu)

**EDUCATION**

- 1992 Ph.D. Curriculum and Instruction  
Loyola University Chicago  
Dissertation: Using Children's Trade Books to Enhance the Elementary School  
Mathematics Curriculum
- 1979 M.Ed. Reading, Loyola University Chicago
- 1964 B.S. (Business Education), DePaul University, Chicago

**PROFESSIONAL EXPERIENCE**

**Teaching:**

- 2004 – present Clinical Assistant Professor, School of Education  
Loyola University Chicago
- 1992 - 1997 Visiting Assistant Professor  
Department of Curriculum, Instruction & Educational Psychology  
Loyola University Chicago
- 1980 - 1991 Reading Clinician, Adjunct Instructor  
Loyola University Reading Clinic

**Administrative:**

- 2005- present Project Director, CHAPTER (TQE recruitment grant \$3.1 million)
- 2004- present Program Director, Teacher Preparation Program, LUC
- 1999 - 2004 Project Coordinator, Illinois Professional Learners Project (IPLP)  
(TQE partnership grant, subcontract \$1.7 million)
- 1997 - 2004 Coordinator of School Partnerships, Loyola University School of  
Education
- 1992 - 1995 Project Director, L.A. SPIN (ISBE \$300,000)
- 1987 - 1990 Acting Director, Loyola University Reading Clinic
- 1982 - 1987 Director, Professional Tutoring Program  
Loyola University Reading Clinic

**Other:**

- 2003 - 2004 Reading Consultant: Reading First Initiative/Greeley School
- 1998 - 2003 Reading Consultant: Kelvyn Park High School Reading Task Force
- 1997 - 1999 Reading Consultant/Goals 2000
- 1992 - 1997 Language Arts Consultant--SCIENCE 2001 (ISBE funded project)

**PUBLICATIONS**

Giroux, D. and Dwyer, D. **Children's TradeBooks in Math: A selected bibliography of available books** cited in Reading, Understanding, and Using Informational Text in the

Elementary School: A monograph for teachers published by the Illinois State Board of Education, 2001.

Giroux, D. And Schiller, D. **Writing and Mathematics: Preparing Students for the IGAP.** The Illinois Mathematics Teacher, February, 1995.

Giroux, D. **Children's Trade Books in Math** (bibliography) and **Children's Trade Books in Science** (bibliography) in Richardson, J. And Morgan, R., Reading to Learn in the Content Areas, Second Edition, Appendix G., p. 484-488.

Giroux, D. And Guzan, D. **Celebrate Reading in Math Class: 25 Creative Strategies to Incorporate Reading in Math.** The Illinois Mathematics Teacher, February, 1994.

Gray, M. J. And Giroux, D. **Classroom Reading Profiles: A Process Approach.** Kendall Hunt Publishing Company, 1990.

#### **VIDEO PRESENTATIONS**

1990 - 2005 Reading/Language Arts Script Writer and on camera Presenter for **COUNTDOWN**, a weekly interactive cable access television show for elementary school children. This show focuses on the integration of math and language arts and computer activities. Over 300 shows have been aired since the inception of this program.

#### **PRESENTATIONS/ WORKSHOPS**

Over 30 presentations at state and national professional association conferences since 2001.

#### **SERVICE TO THE COMMUNITY**

Rochelle Lee Fund to Make Reading a Part of Children's Lives (Boundless Readers)  
Member, Selection and Evaluation Board (1990-2009)  
Secretary (1990-1992)  
Chairperson (1993-1996)

#### **PROFESSIONAL MEMBERSHIPS**

Association for Supervision and Curriculum Development  
College Instructors of Reading Professionals  
International Reading Association  
Illinois Reading Council/Chicago Area Reading Association  
National Council of Teachers of English  
Phi Delta Kappa (Vice-President Membership for LUC chapter 2006-2009)

**Dr. Rachel A. Shefner**  
Center for Science and Mathematics Education  
Loyola University Chicago  
6525 N. Sheridan Road  
773-508-8335  
[rshefne@luc.edu](mailto:rshefne@luc.edu)

<b>Professional Preparation</b>	University of Illinois, Urbana, IL, BS	1983	Genetics and Development
	Albert Einstein College of Medicine, MS	1987	Immunology
	Albert Einstein College of Medicine, Ph.D.	1990	Immunology
	University of Chicago, post-doc	1991	Immunology

### Appointments

2005-present	Associate Director, Center for Science Education, Loyola University Chicago Research Assistant Professor, Dept. of Natural Sciences
2003- 2005	Assistant Director, Center for Science Education, Loyola University Chicago Research Assistant Professor, Dept. of Natural Sciences
2002-2003	School site liaison, Loyola University Chicago, Gear Up Alliance.
1994 – 2001	Assistant Professor of Biology, Roosevelt University
Fall 1993	Adjunct Professor, DePaul University
Spring 1993	Adjunct Professor, Roosevelt University

### Selected Publications Related to Proposal

Shefner, R and Slavsky D. (2008, September). *Evolving Towards an Effective Partnership: Symbiosis in Action*. Paper presented at the 2008 PRISM Conference: Accepting the STEM Challenge, Atlanta, GA.

Shefner, R., Fan, X., Brown, S.D., Slavsky, D. (2008, March). *Science Teaching Scholars Program: Content, Pedagogy and Connection to Teachers' Classrooms*. Paper presented at AERA Conference, New York, NY.

Brown, S. D., Heath, L., Shefner, R., Fan, X., Leverett, J., & Slavsky, D. (2008, January). *Evaluating teacher education programs: A new tool for tracking student progress and evaluating program outcomes*. Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii.

Shefner, R., Anderson, H., Burke, J., Doyle, A., and Economou, L. *Action Research in Middle School Science Classrooms: The Science Teaching Scholars Program* (2007, November). Presented at Illinois Science Teachers Association Conference, Peoria, IL.

Feranchak, B., Shefner, R., Saunders, B. (2005). Talking with teachers: school-university partnerships. MER Newsletter. 17 (2):8-10.

### Selected Other Publications

Shefner, R., Davidson, A. and Isenberg, D. SLE idiotypes, anticardiolipin antibodies and ethnicity. 2000. *Arthritis and Rheumatism*. 43, No. 9 (suppl):S252.

Norton, S.D., Zuckerman, L., Urdahl, K., Shefner, R., Miller, J., Jenkins, M.K. The CD 28 ligand, B7, enhances IL-2 production by providing a costimulatory signal to T cells. 1992. *J. Immunol*. 149:1556-1561.

Shefner, R., Kleiner, G., Turken, A., Papazian, L., Diamond, B. A novel class of anti-DNA antibodies identified in Balb/c mice. 1991. J. Exp. Med. 173:287-296.

Shefner, R., Mayer, R., Kaushik, A., D'Eustachio, P., Bona, C., Diamond, B. Identification of a new Vk gene family that is highly expressed in an autoimmune mouse strain. 1990. J. Immunol. 145:1609-1615.

Shefner, R., Manheimer-Lory, A., Davidson, A., Paul, E., Aranow, C., Katz, J., Diamond, B. Idiotypes in SLE: Clues for understanding etiology and pathogenicity. Chem. Immunol. 1990. 48:82-108.

### **Synergistic Activities**

Member of Executive Committee of NSF Discovery Research K-12 (DR-K12) program (NSF Grant 07335500, PI Wenzel), and co-author of resultant white paper *Math and Science Education Systemic Reform in Chicago, 2002 – 2008* available at <http://www.luc.edu/cse/>

Invited Panelist for the Chicagoland Stem Cell Science Education Symposium. (2008, February). Participated in a panel discussion on “Conundrums of Teaching Controversial Science” and led a breakout session on “Resources for Teaching Stem Cell Science”.

Spring 2005, Symposium for Excellence in Teaching Undergraduate Education: Research and Practice. Co-Chaired with Bret Feranchak, Evaluator, Chicago Public Schools a breakout session on CPS-University Partnerships in each of the three symposia.

February 2004. Member of the Chicago Public Schools Citywide High School Curriculum Selection Committee

Summer, 2003-present. Member of Planning Committee, Symposium for Excellence in Teaching Undergraduate Science and Mathematics. (Supported by IBHE-HECA grant)

### **Collaborators & Other Affiliations**

Hethyr Anderson	Loyola University Chicago
Steven Brown	Loyola University Chicago
Julie Burke	Chicago Public Schools
Megan Deiger	PRAIRIE group, UIC
Ann Doyle	Chicago Public Schools
Louisa Economou	Chicago Public Schools
Xiaoyan Fan	Loyola University Chicago
Carol Fendt	PRAIRIE group, UIC
Linda Heath	Loyola University Chicago
Janise Hurtig	PRAIRIE group, UIC
Bret Feranchak	Chicago Public Schools
Jonya Leverett	Loyola University Chicago
David Slavsky	Loyola University Chicago
Bonnie Saunders	University of Illinois at Chicago
Stacy A. Wenzel	Loyola University Chicago

**ALISON R. HILSABECK**

(b)(6)

**EDUCATION**

1998	Northwestern University, Educational Processes	Ph.D.
1992	Northwestern University, Higher Education Administration	M.S. Ed.
1982	Northwestern University, Fine Arts	B.Ph.

**PROFESSIONAL EXPERIENCE**

July, 2005-Present	National-Louis University, Wheeling, IL, Dean, National College of Education
August, 2004-July, 2005	National-Louis University, Wheeling, IL , Interim Dean, National College of Education
April, 2003-August 2004	National-Louis University, Wheeling, IL, Associate Dean, National College of Education
September, 2000-April, 2003	Northwestern University, Evanston, IL Associate Director and Lecturer, Social Policy
1995-2000	Northwestern University, Evanston, IL Assistant Director and Lecturer, Social Policy
1993-1998	Northwestern University, Evanston, IL, Academic Advisor and Instructor, Social Policy
1992	Northwestern University, Evanston, IL, Research Consultant, Third International Math & Science Study
1989-1992	Northwestern University, Evanston, IL, Assistant Dean, School of Education & Social Policy
1985-1989	Northwestern University, Evanston, IL Manager of Student Services, Medill School of Journalism

**PROFESSIONAL WRITING AND PUBLICATIONS**

Hilsabeck, A. (2009). NLU and the Academy for Urban School Leadership. Presentation, Urban Teacher Residencies United. Chicago, Illinois

Hilsabeck, A. (2009). A Promising Solution to Pressing Problems: Implications of Urban Teacher Residencies for Higher Education in Addressing the Shortage of Qualified Teachers in Urban Schools. Panel presentation at the national meeting of the American Association of Colleges of Teacher Education. Chicago, Illinois

Hilsabeck, A. (2009). "Teacher Residency Programs: What Role Should Ed Schools Play?" Panel presentation at the national meeting of the American Association of Colleges of Teacher Education. Chicago, Illinois

Hilsabeck, A. (2009). Refusing to be Driven Apart: Challenges and Opportunities for Shared Action within a Consortium of Urban Deans of Education. Panel presentation at the national meeting of the American Association of Colleges of Teacher Education. Chicago, Illinois

Hilsabeck, A. (2005). Looking Back to Look Forward: Reflections on NCE's Second NCATE-ISBE Visit. Paper presented at the national meeting of the American Association of Colleges of Teacher Education. Washington, D.C.

Harris, R., Hilsabeck, A., McMahon, S., Salmon, D. (2004). What is the good in it? Creating Occasions for Substantive Dialogue around Assessment. Paper presented at the national conference for the American Association for Higher Education. Denver, Colorado.

Burnaford, G. and Hilsabeck, A. (April, 2000). The Master's Project: Negotiating Identities as Teacher Researchers. Paper presented at the American Educational Research Association national conference. New Orleans, La.

Hilsabeck, Alison R. (1998). Stratification of Collegiate Attainment: Are Talented Students Disadvantaged by Entering Community Colleges? (dissertation).

Hilsabeck, Steven A. and Hilsabeck, Alison R. (1991). They Shall Beat Their Blades into Bats. Paper presented at the American Studies Association/Popular Culture Association National Conference. San Antonio, Texas.

## FACULTY VITA

Deborah O'Connor  
Assistant Professor  
NCE/ Elementary Middle Level Teacher Ed

Elgin Campus  
(847) 905-8028  
[doconnor@nl.edu](mailto:doconnor@nl.edu)

### Areas of Professional Expertise:

Educational Leadership  
Curriculum and Instruction  
Pre-service Students  
Math Methods  
History and Philosophy  
Grant Implementation  
Partnerships  
Assessment

### 1. Academic Degrees and Professional Preparation

2000	National-Louis University	CAS
	Educational Leadership	
1985	Loyola University of Chicago	M.ED
	Curriculum and Instruction	
1978	DePaul University Secondary Education	B.A.
	Mathematics Concentration	

### 2. Professional Experience

#### 2.1 Employment History

Present-2004	BA program Coordinator Elementary Education	NLU
Present -1996	Assistant Professor Elementary Education	NLU
1994-1996	Adjunct Faculty Elementary Education	NLU
1989-1986	Adjunct Faculty Education	Loyola University
1984-1994	Curriculum Consultant Math/Science	Archdiocesan of Schools
1978-1982	Mathematics Teacher	St. Benedict H.S.

#### 2.2 Courses Taught or Developed at NLU

Graduate  
ELE 590 Student Teaching Seminar  
ELE 581 Practicum II Seminar

Undergraduate ELE 315 History and Philosophy of Education  
ELE 410/415 Practicum II Seminar/ Field Experience  
ELE 420/425 Practicum III Seminar/ Field Experience  
ELE 470 Student Teaching Seminar  
MHE 480A Methods of Mathematics  
ELE 300 Practicum I Seminar

### 3. Service to the Institution

Present – 2004 Undergraduate Program Coordinator Elementary Education  
Present -2002 Schedule Coordinator of Undergraduate Elementary Education Program  
Present – 1997 Member of Undergraduate ( Preservice) Council  
Present – 2003 Collaborated with enrollment to establish Undergraduate Elementary Education cohorts at four campuses and McHenry County College  
2007 Participated in HLC/NCA visits to off campus sites  
2007-2006 Faculty Liaison Partnership with Elgin School District U46  
2006- 2003 Faculty Liaison - ITEP Grant Established Partnerships with School Districts and Community Colleges



- 2006 – 2003 Collaborated with ITEP Grant and Implemented Cohorts for Undergraduate Elementary Education Program on campuses, cohorts on three campuses and one at McHenry County College (MCC)
- 2005 Served on NCE Dean's Search Committee
- 2005- 2002 Chair of the Portfolio Committee
- 2004 Served on Search Committee for TIE Dept (NCE)

#### **4. Service to the Profession and Community**

##### **4.1 Consulting/Training/ Workshops Consultant**

- Present -2004 Quantum Learning Workshop
- 2005 Training- Enhancing Professional Practice: A Framework for Teaching  
Charlotte Danielson
- 1998 IATE Conference Elementary Education Portfolio  
Terra Haute, Indiana
- 1997 Workshop – Fraction Activities; Math and Science Workshops for  
Non-Public School Affiliates, Chicago, Illinois
- 1994 Workshop - History of Mathematics; Math and Science Workshops  
for Non-Public School Affiliates, Chicago, Illinois

##### **4.2 Professional Development – Presentation/ Professional Conferences**

- Using Video Taping as a Reflective Process for Teacher Candidates  
AACTE Chicago, Illinois 2009
- Dealing with Difficult Students  
Fall Connection National-Louis University 2008 and 2007  
Partnership between University and Local School District  
AERA Chicago, Illinois 2007
- Partnership between NLU and District U46 Elgin ITEP  
Fall Connection National-Louis University Skokie, IL 2006
- Pre-Service Mentoring Program ITEP  
New Teachers Center Conference San Jose California 2006  
Elementary Education Electronic Portfolio/ Rubric  
ATE Conference Chicago, Illinois 2005
- Partnership with Community College ITEP  
NCE Winter Retreat National- Louis University Elgin IL 2005  
PreService Mentoring Program ITEP Grant Poster Session  
AERA Montreal ,Canada 2005
- Elementary Education Portfolio Artifact Rubric  
ATE Conference Dallas, Texas 2004  
ITEP Grant Presentation – Collaboration between University and  
Community Colleges AERA San Diego, California 2004

##### **4.3 Publications**

###### a. Books

- Schiller, D., O'Connor D., Thomas C., and Jagielski, D.A. (1992).  
IT'S IN THE CARDS!

Loyola University of Chicago: Chicago IL

##### **4.4 Professional Associations**

- Association of Supervision and Curriculum Development  
Association of Teacher Educators  
Illinois Computing Educators  
Illinois Council of teachers of Mathematics  
National Association Multicultural Education  
Rethinking Schools

## WARD CANFIELD

(b)(6)

### EDUCATION

1999	University of Illinois (Chicago Campus), Mathematics	D.A.
1987	Michigan State University, Mathematics	M.S.
1985	Washburn University, Mathematics	B.A.

### PROFESSIONAL EXPERIENCE

1991-Present	National-Louis University, Chicago, IL, Professor
1990-1991	Columbia College, Science and Mathematics Learning Center, Chicago, IL, Teacher
1990	Oakton Community College, Department of Mathematics, Des Plaines, IL, Teacher
1989, 1990, 1991 (Summers)	University of Illinois (Chicago Campus), Department of Mathematics, Statistics and Computer Science, Chicago, IL, Teacher

### SERVICE TO THE PROFESSION

*Canfield, W. (January, 2007) Writing, Learning and Mathematics. Contributed paper in the special session "Getting Students to Discuss and to Write about Mathematics," AMS/MAA Joint Mathematics Meeting, New Orleans, LA.*

*Canfield, W. (January, 2006) Korean K-12 Mathematics Education System: What Can We Learn for the Undergraduate Preparation of Teachers in the United States? Contributed paper: AMS/MAA Joint Mathematics Meeting, San Antonio, TX.*

*Candfield, W. (January, 2005) Easy Curve-fitting Investigations in Pre-calculus Using Finite Differences and Technology. Contributed paper: AMS/MAA Joint Mathematics Meeting, Atlanta, GA.*

*Canfield, W. (June, 2005) Korean Language and Mathematics. Association of Christians in the Mathematical Sciences, Huntington, IN.*

*Canfield, W. (March, 2006) Getting Math Notation Onto WebCT: A Confusing Affair Made Simple. 18<sup>th</sup> International Conference on Technology in Collegiate Mathematics, Orlando, FL.*

## **PUBLICATIONS**

*Canfield, W. University of Chicago School Mathematics Project (UCSMP): member of authors team for the 3rd edition of the high school mathematics textbook *Precalculus and Discrete Mathematics*.*

*Canfield, Ward E. (2001), "ALEKS: A Web-based Intelligent Tutoring System," *Mathematics and Computer Education*, Vol. 35, No. 2, 152-158.*

**MAUREEN D. GILLETTE**

m-gillette@neiu.edu

(b)(6)

**PROFESSIONAL TRAINING**

November 1990	Ph.D., University of Wisconsin-Madison Curriculum & Instruction (Teacher Education,
August 1980	MS Ed., Northern Illinois University, Elementary Education
May 1974	BS Ed., Northern Illinois University, Elementary Education (English minor)

**PROFESSIONAL EXPRIENCE**

June 2005- present	<b>DEAN – COLLEGE OF EDUCATION</b> <b>PROFESSOR</b> – Teacher Education <b>Northeastern IL University, Chicago</b>
September, 1999 – 2005	<b>ASSOCIATE DEAN</b> <b>ASSOCIATE PROFESSOR</b> <b>William Paterson University, NJ</b>
January 1991 – Sept. 1999	<b>ASST. PPROFESSOR,</b> <b>ASSOCIATE PROFESSOR</b> <b>DEPARTMENT CHAIR - Teacher Education</b> <b>The College of St. Rose, Albany, NY</b>
Summer 1990	<b>FACULTY MEMBER - Teach For America</b>
1985-1986	<b>TEACHER,</b> Monona-Grove School District, Monona, WI
1983-1985	<b>TEACHER,</b> Cross Plains, WI
1974-1983	<b>TEACHER,</b> St. Rita Elementary, Aurora, IL

**MULTICULTURAL CONSULTANT AND PROGRAM EVALUATOR**

1996-2005	New York State Department of Education
2000-2005	Boricua College, New York City
1996-2002	New York City Board of Education Office of Multicultural Education
1996-99	North Adams Public Schools North Adams, MA
1998 -99	Connecticut State Department of Children and Families - Unified School District 2 Hartford, CT

**PUBLICATIONS - BOOKS**

Grant, C. A. & Gillette, M. D. (2006). Learning to Teach Everyone’s Children: Equity, Empowerment and Education that is Multicultural. Belmont, CA: Wadsworth Thomson.

**SELECTED CONFERENCE PRESENTATIONS**

Gillette, M. (June, 2009). Different Strokes for Different Folks: An Alternative Look at College Persistence and Time-to-Degree. Paper presented at the annual conference of the Illinois Education Research Council, Champaign, IL

Gillette, M. & Sanders, A. (June, 2009). *Grow Your Own Teachers*. Congressional Briefing. Hart Senate Office Building, Washington, DC. Panel sponsored by the American Association of Colleges of Teacher Education.

Gillette, M. (April, 2009). Doing It Better Together: Challenges and Opportunities when Community-Based Organizations and Colleges of Education Collaborate to Prepare Teachers. Presented at the meeting of the American Educational Research Association, San Diego, CA.

Chou, V., Gillette, M., Hilsabeck, A., Mueller, P., Pesavento, L. (February, 2009). Refusing to be Driven Apart: Challenges and Opportunities for Shared Action Within a Consortium of Urban Deans of Education. Paper presented at the meeting of the American Association of Colleges of Teacher Education, Chicago, IL.

Gillette, M.G. & Schultz, B. (February, 2008). Do You See What I See: Teacher Capacity as Vision for Education in a Democracy. Invited paper session, Annual Meeting of the Association of Teacher Educators, New Orleans, LA.

### **SELECTED PUBLICATIONS – ARTICLES, BOOK CHAPTERS, AND MONOGRAPHS**

Schultz, B., Gillette, M., & Hill, D. (2008). A theoretical framework for understanding *Grow Your Own Teachers*. The Sophist's Bane, 4(1,2), 69-80.

Gillette, M.D. & Schultz, B. (2008). Do you see what I see? Teacher capacity as vision for education in a democracy. In, Cochran-Smith, M., Feiman-Nemser, S., McIntyre, J. & Demers, K. (Eds), *Handbook of Research on Teacher Education: Enduring Issues in Changing Contexts* (3<sup>rd</sup> Edition). Association of Teacher Educators and New York: Routledge/Taylor Francis Group.

Gillette, M. D. & Grant, C.A. (2006). A candid talk to teacher educators about effectively preparing teachers who can teach everyone's children. Journal of Teacher Education, 57(3), pp. 292-299.

### **SELECTED GRANTS RECEIVED**

September, 2006, 2007, 2008	Illinois State Board of Education Grow Your Own Teachers Grant (3 planning and implementation grants). Total awarded - \$2.5M
September, 2002	U.S. Department of Education Transition to Teaching Grant
September, 1999-2005	Paterson (NJ) Teachers for Tomorrow (PT4T) The Henry and Marilyn Taub Foundation – Total Award: \$1.5M

### **SELECTED PROFESSIONAL AWARDS**

2008	East Aurora (IL) School District 131 Distinguished Alumni Award
2008	Chicago Area Black School Educators Award of Appreciation
1981	Outstanding Teacher in Illinois, presented by Selection Research Incorporated.

### **CERTIFICATIONS**

Illinois – Standard Elementary K-9  
New York – Elementary 1-8 (Permanent)

*JUDITH A. KWIAT YTURRIAGO*

**Educational Preparation:**

*Doctor of Philosophy*  
Education, Curriculum Design  
University of Illinois at Chicago  
Chicago, Illinois

*Master of Arts*  
Linguistics  
University of Illinois at Chicago  
Chicago, Illinois

*Bachelor of Arts*  
Spanish/English/Secondary Education  
Indiana University of Pennsylvania  
Indiana, Pennsylvania

*Certificate of Advanced Studies*  
University of Valladolid  
Valladolid, Spain

**Certificates Held:**

*Standard Secondary Teaching with ESL and Bilingual Approvals (Illinois Type 09)*  
*General Administrative (Illinois Type 75)*

**Selected Administrative Experience:**

*2003-2008: Director of ESL, Bilingual, Two Way Immersion and State Prekindergarten Programs, Evanston/Skokie School District 65, Evanston, IL*  
*1997-2003: Principal, Washington School, Evanston/Skokie School District 65, Evanston, IL*  
*1996-1997: Interim Principal, Sleepy Hollow School, Community Unit School District 300, Carpentersville, IL*  
*1992-1995: Director, ESEA Midwest Title VII Technical Assistance Resource Center: United States Department of Education, Service Area 7 (IN, IL, KS, MO and NE), Des Plaines, IL*  
*1988-1992: Director, ESEA Title VII Programs, Illinois Resource Center, Des Plaines, IL*  
*1981-1988: Teacher Trainer/Consultant, Illinois Resource Center, Des Plaines, IL*  
*1980-1981: Bilingual Coordinator/Curriculum Writer, Chicago Public Schools, Chicago, IL*

**Teaching Experience:**

*2008-Present: Assistant Professor (Tenure Track), Teacher Education Department, Northeastern Illinois University, Chicago, IL*  
*1974-1978: English Department Chair/English Teacher, Hanau American High School, Department of Defense Dependents' Schools Europe, Hanau, West Germany*  
*1969-1974: Elementary English as a Second Language/Bilingual/Spanish Teacher, Chicago Public Schools, Chicago, IL*

**Distinctions:**

*Title VII Doctoral Fellowship, University of Illinois at Chicago*  
*Executive Board Officer, Illinois Association for Multilingual Multicultural Education*  
*Illinois State Board of Education Women and Minorities in Administration Scholarship*  
*Dean's List, University of Illinois at Chicago*

**Professional Affiliations/Community Service:**

Association for Supervision and Curriculum Development  
American Education Research Association  
Illinois Association for Multilingual Multicultural Education

**Selected Publications:**

Yturriago, J.K. (2006). *How do you use evidence on program effectiveness to inform policy?* In E. Hamayan & R. Freeman (Eds.) *English language learners at school: A guide for administrators*

(pp. 27-28). Philadelphia: Carlson Publishing.

Yturriago, J.K. (2006). *What do parents of English language learners contribute to your school?* In E. Hamayan & R. Freeman (Eds.) *English language learners at school: A guide for administrators* (pp. 50-51). Philadelphia: Carlson Publishing.

Yturriago, J.K. (2006). *What can you tell parents of English language learners about language use at home?* In E. Hamayan & R. Freeman (Eds.) *English language learners at school: A guide for administrators* (pp. 51-53). Philadelphia: Carlson Publishing.

### **Selected Conference Presentations:**

*Misconceptions about programs for bilingual preschoolers.* March 5 & 6, 2009, the Illinois ASCD 28th Annual Conference for Prekindergarten & Kindergarten Educators, Schaumburg, IL

*Considerations for implementing a dual language program.* January 8, 2009, The 32nd Annual Conference for Educators of Linguistically and Culturally Diverse Students, Oak Brook, IL.

*Debunking misconceptions about early childhood education for English language learners.* January 6, 2009, The 32nd Annual Conference for Educators of Linguistically and Culturally Diverse Students, Oak Brook, IL.

*How to better serve English language learners: The latest assessment issues.* October 23, 2008, The Illinois Association for Multilingual Multicultural Education (IAMME) Fall Event, DesPlaines, IL.

*Academic achievement in a dual language program.* January 25, 2006, Twenty-ninth Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students, Oak Brook, IL.

*Successful implementation of two dual language programs: Evanston and Schuamburg.* January 26, 2005, Twenty-eighth Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students, Oak Brook, IL.

*Districts' perspectives on state assessments and accountability: Follow-up to statewide assessment and accountability/AYP update.* December 12, 2003, Twenty-seventh Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students, Oak Brook, IL.

*The politics of dual language programs.* January 24, 2002, Twenty-fifth Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students, Oak Brook, IL.

*The Improving America's Schools Act- Title VII And Related Programs.* February 1 and 2, 1995, Eighteenth Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students, Oak Brook, IL.

**CURRICULUM VITAE**  
**LAWRENCE BERLIN**

**I. EDUCATION**

Ph.D. in Second Language Acquisition & Teaching: 2000 University of Arizona  
M.A. in Foreign Languages (TESOL): 1996 West Virginia University  
B.F.A. in Drama: 1984 New York University

**II. PROFESSIONAL EXPERIENCE**

**Academic Positions**

Associate Professor, Northeastern Illinois University (2005-present)  
Assistant Professor, Northeastern Illinois University (2000-2005)

**Administration** (Northeastern Illinois University)

Chair, Department of Anthropology, Linguistics, Philosophy, & TESL/TEFL (2008-present)  
Interdisciplinary Coordinator, First-Year Experience Program (2006-2008)  
Coordinator of the English Language Program (2003-2006)

**III. SELECTED PROFESSIONAL ACTIVITIES**

**International & National**

Board Member & Secretary, International Association for Dialogue Analysis (2005-present)  
Candidate for Nominating Committee, TESOL International (2007)  
Convener, *Dialogue Under Occupation* (DUO III) International Conference, Pontificia Universidad Javeriana, Bogotá (2009)

**State & Local**

Project Director & Principal Investigator, Supporting Teacher Education for English Language Learners (STEELL), (2004-2007)  
Chair, Illinois Professional Learners' Partnership – Across Project Evaluation Team (2005)  
Project Director, Project L.E.A.P. (Learning about English language learners Access to Postsecondary education) (2002-2003)

**IV. SELECTED EDITORIAL ACTIVITIES**

Co-Editor, *Education, media, and dialogue in the Israeli-Palestinian context*, Multilingual Matters (see section IX)  
Editor, *Theoretical Approaches to Dialogue Analysis*, Max Niemeyer Verlag (see section IX)  
Editorial Board, The Reading Matrix <http://www.readingmatrix.com> (2000-present)

**V. SELECTED GRANTS**

Author & Principal Investigator, "Enhancing Baccalaureate Completion", Illinois Board of Higher Education, HECA 2007: Innovation Long Term Grant (awarded \$250,000 in Year 1; awarded \$210,000 in Year 2).  
Author & Principal Investigator, "Supporting Teacher Education for English Language Learners" (STEELL), Illinois Board of Higher Education, HECA 2005: Access & Diversity Long Term Grant (awarded \$62,000 in Year 1; \$57,660 in Year 2; \$57,660 in Year 3).  
Author & Principal Investigator, "Project LEAP (Project for Learning about English language learners' Access to Postsecondary education)," Illinois Board of Higher Education, HECA 2003: Access & Diversity Short Term Experimental Educational Grant (awarded \$40,000).

**VI. SELECTED INVITED LECTURES AND COLLOQUIA**

Berlin, L. N. (March, 2009). Investigating hybrid discourses: Looking at occupying language. *Dialogue Under Occupation* (DUO III). Pontificia Universidad Javeriana, Bogotá, Colombia.  
Berlin, L. N. (April, 2008). Opening a dialogue about occupation. Peace Forum. TESOL 2008: 42nd Annual Convention, New York, NY.



## **VII. SELECTED REFEREED CONFERENCE PRESENTATIONS**

- Berlin, L. N. (September, 2009). Power and positioning the self in political discourse. Polyphony and intertextuality in dialogue: 12th International Conference on Dialogue Analysis. Pompeu Fabra University, Barcelona, Spain.
- Berlin, L. N. (July, 2009). Fighting words: Is the tongue mightier than the sword? 11th International Pragmatics Conference. Melbourne, Australia.
- Berlin, L. N. (February, 2008). Increasing faculty “buy in” in FYE. 27th Annual Conference on The First-Year Experience. San Francisco, CA.
- Berlin, L. N. (September, 2007). “*I think, therefore...: Commitment and lack of commitment in political testimony* (Workshop 2: The Expression of Commitment. Political Linguistics Conference (PL 2007). Warsaw, Poland.

## **VIII. PUBLICATIONS**

### **Books**

- Nasser, I., Berlin, L. N., Wong, S. (under contract). *Education, media, and dialogue in the Israeli-Palestinian context*. Clevedon, UK: Multilingual Matters.
- Berlin, L. N. (Ed.) (2007). *Theoretical approaches to dialogue analysis*. Tübingen: Max Niemeyer Verlag.
- Berlin, L. N. (2005a). *Contextualizing college ESL classroom praxis: A participatory approach to effective instruction*. Mahwah, NJ: Lawrence Erlbaum Associates.

### **Journal Articles**

- Berlin, L. N. (forthcoming). Redundancy and markers of belief in the discourse of political hearings. *Language Sciences*.
- Berlin, L. N. (2008). “I think, therefore...”: Commitment in political testimony. *Journal of Language and Social Psychology*, 27 (4), 372-383.
- Wong, S., Berlin, L. N., & Nasser, I. (2008). Dialogue under occupation. *Language Policy*, 7, 165-170.
- Berlin, L. N. (2001). What constitutes effective ESL instruction: Common themes from the voices of the students. *Journal of Intensive English Studies*, 14, 1-21.

### **Chapters in Refereed Volumes**

- Berlin, L. N. (forthcoming). Sunset over Jerusalem. In R. L. Oxford (Ed.), *Language of peace in a global society*. Charlotte, NC: Information Age Publishing, Inc.
- Berlin, L. N., & Adamson, H. D. (2008). Variation in Chinese-speaking children’s marking of English past tense. In H. D. Adamson, *Interlanguage variation in theoretical and pedagogical perspective*. London: Routledge.
- Berlin, L. N. (2007). Cooperative conflict and evasive language: The case of the 9-11 Commission hearings. In A. Fetzer (Ed.), *Context and appropriateness: Micro meets macro* (pp. 167-199). Amsterdam/Philadelphia: John Benjamins.

## **IX. SELECTED PROFESSIONAL MEMBERSHIPS**

- AAAL - American Association of Applied Linguistics  
AILA - Association Internationale de Linguistique Appliquée  
NCTE - National Council of the Teachers of English  
TESOL International - Teachers of English to Speakers of Other Languages

## **X. KNOWLEDGE OF LANGUAGES**

**Working Proficiency** - English, Danish, Spanish

**Functional Ability** - French, Italian

**Limited Familiarity** - (Mandarin) Chinese, Swedish, Vietnamese, Norwegian, German, Russian

**VICTORIA CHOU  
CURRICULUM VITAE**

University of Illinois at Chicago  
College of Education  
1040 W. Harrison  
3019 ECSW, m/c 147  
Chicago, IL 60607

Office: 312-996-5641  
Fax: 312-413-2620  
e-mail: vchou@uic.edu

**EDUCATION**

University of Wisconsin-Madison, Madison, WI - M.S., Curriculum and Instruction, 1974; Ph.D., Curriculum and Instruction, 1976 (Concentrations: Developmental/Remedial Reading, English Linguistics)

Lawrence University, Appleton, WI - B.A., Interdisciplinary major: "Children and Socialization," 1971

**PROFESSIONAL EXPERIENCE**

Administrative

University of Illinois at Chicago, College of Education

Dean, 1997-present; Acting Dean, 1996-1997; Associate Dean for Academic Affairs, 1992-1997; Associate Dean for Academic Programs and Student Affairs, 1989-1992; Director of Graduate Studies, 1989-1996

- Chair, UIC Council on Teacher Education, 1996-present

Adler School of Professional Psychology, Board of Trustees, Trustee, 2009- present

Illinois Mathematics and Science Academy (IMSA), Board of Trustees, Trustee, 2001-2007; Executive Board, member, 2004-2007

National Teachers Academy-Professional Development School, Governing Board Chair, 2004-2007

Academic

University of Illinois at Chicago, Professor of Education, 1991-present; Associate Professor of Education, 1984-1991; Assistant Professor of Education, 1978-1984

The American University, Washington, D. C., Assistant Professor of Education, 1976-1978; Assistant Director of Reading and Study Skills Laboratory, 1976-1978

University of Wisconsin-Madison, Lecturer, Reading Education, 1975-1976

Appleton and Madison, Wisconsin Public Schools, elementary classroom teacher and language-experience reading consultant, 1972-1975

## SELECTED PUBLICATIONS AND PRESENTATIONS

Chou, V. (February, 2007). Highly qualified teachers: How can we maximize their exposure to students? Invited presentation for The Aspen Institute's Congressional Program: *No Child Left Behind: A Five Year Review*, San Juan, Puerto Rico.

Chou, V. (February, 2007). What are clinical sites and how can they contribute to the transformation of teacher education? Invited presentation for Teachers for a New Era strand at the annual meeting of the American Association of Colleges of Teacher Education, New York.

Chou, V., Fleming, J., Radinsky, J., & Miltner, D. (April, 2006). How are we doing?: Reframing accountability as an opportunity for institutional reflection. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Chou, V., & Konkol, P., Section Co-Editors. (2008). "Part III: Family and community contexts in the communicative, visual and performative arts," in J. Flood, S. B. Heath, & D. Lapp (Eds.), Handbook of research on teaching literacy through the communicative and visual arts: Volume II (pp. 205-349). New York, NY: Erlbaum.

Chou, V., & Sakash, K. (2008). Troubling diversity. In M. Cochran-Smith, S. Feiman-Nemser, & McIntyre, J. (Eds.), Handbook of research on teacher education: Enduring issues in changing contexts (3<sup>rd</sup> edition, pp. 686-691). New York: Taylor and Francis.

Chou, V., & Tozer, S. (2008). What's urban got to do with it?: The meanings of "urban" in urban teacher preparation and development. In F. Peterman (Ed.), Partnering to prepare urban teachers: A call to activism (pp. 1-20). Peter Lang Publishers.

Gillette, M., Pesavento, L., Chou, V., & Mueller, P. (February, 2009). Refusing to be driven apart: Challenges and opportunities for shared action within a consortium of urban deans of education. Presentation at the American Association of Colleges of Teacher Education, Chicago, IL.

Sakash, K., & Chou, V. (2008). Increasing the supply of Latino bilingual teachers for the Chicago Public Schools. Teacher Education Quarterly, 34, 41-52.

Watkins, W., H., Lewis, J. H., & Chou, V., Eds. (2001). Race and education: The roles of history and society in educating African American Students. Boston: Allyn and Bacon.

Wilkinson, L. C., Morrow, L. M., & Chou, V., Eds. (2008). Improving literacy achievement in urban schools: Critical elements in teacher preparation. Newark, DE: International Reading Association.

## SELECTED GRANTS

Chou, V. Improving urban teacher preparation across local teacher education institutions: Proposal for a Chicago Teacher Educators Learning Collaborative (CTELC). Chicago Community Trust, \$235,000, 2008-2009.

Chou, V. Supporting new teachers in challenging instructional circumstances. Frances and Elliot Lehman, \$600,000, 2004-2006.

Chou, V., Levine, S., Sakash, K., & Bridge, C. Getting and keeping the best teachers in the toughest schools: A new approach to teacher support. U.S. Department of Education Teacher Quality Partnership Grant, \$5,600,000, 2003-2008.

Chou, V., Fleming, J., & Burke, K. M. The best teachers for Chicago's neighborhood schools: Learning from staying. The Chicago Community Trust, \$1,220,000, 2003-2004.

Chou, V., & Bay, M. Challenging prevailing practice: Ensuring successful practice teaching in Chicago Public School classrooms. McDougal Family Foundation, \$300,000, 1999-2002.

Chou, V., & Bay, M. Addressing the dearth of chemistry and physics teachers in hard-to-staff schools. Polk Bros. Foundation, \$222,500, 1999-2001.

Bay, M., Chou, V., Parker, M., DeJan, J., Loeth, V., & Boswell, C. Promoting teacher leadership in Comer schools. The Joyce Foundation, \$165,000, 1999-2000.

Chou, V., Bay, M., Rodriguez-Brown, F., Sakash, K., & Smylie, M. A. Project 29. DeWitt Wallace-Reader's Digest Pathways to Teaching Careers Program, \$600,000, 1993-1997.

## **SELECTED LEADERSHIP & SERVICE**

Chicago Public Education Fund, Leadership Council, member, 2003-present

Consortium on Chicago School Research, Steering Committee, member, 1996-2005; co-chair 2000-2005

Council of Chicago Area Deans of Education (CCADE), member, 1996-present; chair 1999-2000; co-chair, 2008-present

International Reading Association Urban Deans' Network, member, 2002-2005; Literacy Leaders in Urban Teacher Education (LLUTE) of the International Reading Association, co-chair, 2006-2007; Literacy Leadership for Urban Teacher Education Commission, co-chair, 2007-2010

Museum of Science and Industry, President's Council Education Committee, member, 2000-2003; Education and Outreach Task Force, 2004-2005; Advisory Council, 2009-

North Lawndale College Preparatory Charter School, Board of Directors, member, 2004-present

University of Wisconsin at Milwaukee, Teachers for a New Era Project, evaluator, 2007-present; Department of Curriculum and Instruction External Review, evaluator, 2008

## **Curriculum Vitae**

Eleni Katsarou

1040 W. Harrison (M/C 147)  
University of Illinois at Chicago

(b)(6) (312) 996-5297 (0)

E-mail: [elenik@uic.edu](mailto:elenik@uic.edu)

### **ACADEMIC HISTORY**

#### ***Current Positions:***

Program Director, BA and MEd Elementary Education Programs

Clinical Associate Professor, Curriculum and Instruction

#### ***Highest Degree:***

PhD, Curriculum and Instruction, University of Illinois at Chicago, 1992

#### ***Past Employment:***

Clinical Assistant Professor, Curriculum & Instruction, University of Illinois at Chicago, 1996-2002

Adjunct Faculty Member, Department of Communication, Sciences & Disorders  
Northwestern University, 1999-2001

Visiting Assistant Professor, Curriculum & Instruction, University of Illinois at  
Chicago, 1994-1996

Adjunct Faculty Member, National Louis University, 1985-1991

Visiting Lecturer, University of Illinois at Chicago, 1989-1991

English as a Second Language (ESL) Instructor, Illinois Institute of Technology (IIT),  
1982-1984

English as a Second Language (ESL) Instructor, Macormac Junior College, 1982-1984

English as a Second Language (ESL) Instructor, English Language Institute (ELI),  
Central YMCA Community College, 1979-1982

Teaching Assistant, Linguistics Department, University of Illinois at Chicago, 1979-1982

## **ADDITIONAL EXPERIENCES**

External Partner/English as a Second Language (ESL) & Literacy Consultant, Chicago Public Schools, East Aurora Public Schools, Evanston Public Schools, Cicero Public Schools, W40 School District Safe Schools, 1996-Present

Co-Principal Investigator with Dr. Norma Lopez-Reyna, College of Education, University of Illinois at Chicago, *PAAL Project - Procedures of Authentic Assessment and Literacy Development of Bilingual and Monolingual Students with Learning Disabilities* (U.S. Department of Education Grant # 2-5-33392), 1995-1998

Literacy Project Coordinator, Center for Urban Educational Research and Development (CUERD), University of Illinois at Chicago, 1991- 1996

Consultant/Teacher Trainer, Illinois Resource Center, Des Plaines, IL, 1985-1991

## **AWARDS**

Best Practice Award for Professional Ethics and Moral Dispositions in Teacher Education (AACTE), 2008

Finalist "Silver Circle" Teacher Recognition Program Award University of Illinois at Chicago, 2002

Outstanding Dissertation, National Association for Bilingual Education (NABE), Houston, TX, 1993

***Publications, Conference Presentations, and Inservice Work: Upon request***

## **COMMUNITY INVOLVEMENT/SERVICE**

International Coordinator of Culture, World Council of Hellenes Abroad (SAE), 1999-Present

President of the Board of Directors, Hellenic Cultural Organization of Chicago, 1993-1998

## **PROFESSIONAL MEMBERSHIPS**

AACTE

AERA

IRA

International TESOL

National Reading Conference

## DANNY BERNARD MARTIN

Department of Curriculum and Instruction  
Department of Mathematics, Statistics, and Computer Science  
University of Illinois at Chicago  
1040 W. Harrison Street  
Chicago, IL 60607  
dbmartin@uic.edu

### EDUCATION

- Postdoctoral Mathematics Education  
National Academy of Education/Spencer Foundation Fellow, 1998-2000
- Ph.D. Mathematics Education  
University of California, Berkeley. May 1997
- M.A. Mathematics  
University of California, Berkeley. December 1989
- B.S. Mathematics and Physics  
Carroll College, Wisconsin. May 1987. *cum laude*

### ACADEMIC & TEACHING APPOINTMENTS

- 2006-Present Chair, Department of Curriculum and Instruction  
University of Illinois at Chicago
- 2005-Present Associate Professor, Department of Mathematics, Statistics, and Computer Science  
University of Illinois at Chicago (25% appointment)
- 2004-Present Associate Professor, Education  
University of Illinois at Chicago (75% appointment)
- 2004-Present Faculty Affiliate, African American Studies Department  
University of Illinois at Chicago
- 2001-2004 Chair, Department of Mathematics  
Contra Costa College. San Pablo, CA
- 1994-2005 Professor of Mathematics (on leave 2004-2005)  
Contra Costa College. San Pablo, CA

### NATIONAL WORKING GROUPS

- 2008, August 4-8. *National Council of Teachers of Mathematics (NCTM) Research Agenda Conference.*  
Working Group on Equity. Linthicum Heights, MD.
- 2008-2009. *Adult Numeracy Panel.* U.S. Department of Education, Office of Vocational and Adult Education (OVAE) Strengthening America's Competitiveness Through Adult Math Instruction Project. Washington, DC.

2007, November 8-9. *National Black Leadership Summit for the Mathematics Education Excellence of Black Children*. Working Group Leader (Policy Strand). Benjamin Banneker Association. Atlanta, GA.

2005, May 25-2008. *Mathematics Knowledge for Elementary Teachers*. National workshop sponsored by Mathematics Sciences Research Institute (MSRI), University of California at Berkeley. Asimolar, CA. Invited panelist, unable to attend.

2004, October 8-9. *Building Community: A National Initiative on Family and Community Involvement in Mathematics Education*. Hosted by MAPPS (Math and Parent Partnerships in the Southwest), Department of Mathematics, University of Arizona.

2003, September 11-13. *Changing Nature of Schooling and School Demographics*. Working group member. NCTM Catalyst Conference. Reston, VA.

### SCHOLARLY BOOKS

Martin, D. (2009) (Ed.). *Mathematics Teaching, Learning, and Liberation in the Lives of Black Children*. London: Routledge.

Martin, D. (2000/2006). *Mathematics Success and Failure Among African American Youth: The Roles of Sociohistorical Context, Community Forces, School Influence, and Individual Agency*. Mahwah, NJ: Lawrence Erlbaum Associates.

### SELECTED JOURNAL ARTICLES

Martin, D. (2009). Researching Race in Mathematics Education. *Teachers College Record*, 111(2), 295-338.

Martin, D. (2006). Mathematics Learning and Participation as Racialized Forms of Experience: African American Parents Speak on the Struggle for Mathematics Literacy. *Mathematical Thinking and Learning*, 8(3), 197-229.

Martin, D. & McGee, E. (2009). Mathematics Literacy for Liberation: Reframing Mathematics Education for African American Children. In B. Greer, S. Mukhopadhyay, S. Nelson-Barber, & A. Powell (Eds.), *Culturally Responsive Mathematics Education* (pp. 207-238). New York: Routledge.

Martin, D., Franco, J., & Mayfield-Ingram, K. (2004). Advocating for Equity and Diversity Within the Context of Standards-based Reform. In J. Ferrini-Mundy & F. Lester (Eds.), *Proceedings of NCTM Catalyst Conference*. (pp. 59-72). Reston, VA: NCTM.

### PEER REVIEWED & FUNDED GRANT PROPOSALS

2002-2006      *Mathematics Socialization and Identity: A Sociocultural Analysis of Mathematics as a Gatekeeper to Information Technology Among African Americans*. Funded by National Science Foundation. \$273,000. Principal Investigator.

2003-2004      *CSE Scholars and Beyond*. Scholarship program for underrepresented Computer Science, Engineering, and Mathematics (CSEM) students. Funded by National Science Foundation. \$400,000. Implemented at Contra Costa College. Principal Investigator.



# Alan Anderson

(b)(6)

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## Summary of Qualifications

16+ years of social responsibility experience in educational development of low income students  
10+ years of managerial or team lead experience in product development, staff development, and coaching  
Completed the Broad Residency Educational Leadership Program in 2008 at Chicago Public Schools  
Project Management Institute certified Project Management Professional (PMP)

## Experience

### *Chicago Public Schools, Chicago, IL*

Acting Deputy CEO for Human Capital – Chief Executive Office 04/09 – Present

- Manage all talent preparation, sourcing, hiring, professional development, compensation and evaluation activities
- Oversee execution of teacher and principal recruitment, placement, and development strategies for SY10
- Hold financial & personnel responsibility for approximately 150 employees, serving district-wide

Executive Director – Office of School Turnaround, Chief Education Office 09/07 – 04/09

- Oversaw district-wide preK-12 school turnaround office serving over 3000 students (2HS & 2 Elem)
- Developed the strategic vision, goals, and accountability targets for the organization
- Led a 20 person cross-discipline direct staff and established partnerships with external educational institutions
- Establish external strategic partnerships with educational institutions and foundations

Deputy Chief of Staff – Office of Research Evaluation and Accountability (REA) 11/06 – 09/07

- Manage day to day operations of REA including staffing, performance management, and payroll
- Hold financial responsibility for the \$11M budget of REA
- Redeveloped the strategic plan for REA in how it supports Chicago Public School's administrators

Project Manager of the Chicago Value Added Project – Office of REA 07/06 – 11/07

- Manage development of a measure that identifies what attributes to gains in assessment scores
- Engaged local foundation community to commit nearly \$2M in support for the next 3 years
- Received Chicago Board of Education Approval and finalized contract with research vendor

### *Motorola, Deer Park, IL*

Program Manager for Transmission Group 01/05 – 06/06

- Oversaw 6.5M per year 4x4 transmission business for Ford Motor Company
- Quoted and Secured MY09-MY12 businesses and preferred supplier status
- Managed team of engineers, operational personnel, P&L, and budget responsibility for the business

Program Manager for Transmission Group 04/05 – 07/05

- Oversaw 15M per year transmission business for Allison Transmission
- Held P&L responsibility and drove cross functional team in product design and operations
- Developed margin improvement strategy which increased profits by 10%

Project Manager for Transmission Group 07/03 – 04/04

- Managed supplier development of Integrated Circuits (ICs) and substrates for all controllers
- Promoted creation of IC design commonality for all electronic controller platforms
- Created competitive bid process which drove 75% price reduction on all substrates

### *Motorola, Northbrook, IL*

Design Team Leader for Transmission Group and Commercial Vehicle Group 06/00 – 07/03

- Lead diverse, cross functional team to develop an electronic controller design for ZF
- Coordinated all engineering activities of an international team
- Lead all engine controller design and process changes for Cummins Engine Inc.

Design Engineer for Powertrain Electronics and Commercial Vehicle Group 07/97 – 06/00

- Designed and troubleshot Controller Modules for DaimlerChrysler and Cummins Engine Inc.

## **Education**

*Northwestern University, Kellogg School of Management, Evanston, IL*

Masters of Business Administration, June 2004

- Strategy and Organizational Behavior Concentrations
- Evening Black Management Association Vice President of Social Relations, 2002-2003

*Northwestern University, McCormick School of Engineering, Evanston, IL*

Masters of Science, December 1999

- Control System Design Concentration
- Black Graduate Student Association Community Relations Chair, 1998-1999

*University of Michigan, College of Engineering, Ann Arbor, MI*

Bachelor of Science, August 1997

- Electrical Engineering Concentration
- Founder of the Black Electrical Engineers and Computer Scientists (BEECS), 1996-1997

## **Community Activities**

Chicago Board of Education Real Men Read Program Mentor – Lawndale Elementary, Chicago, IL	1/07-Present
African American Student Affairs Math Tutor – Northwestern University, Evanston, IL	9/98-6/04
Fellowship of African American Men (FAAM) Junior High Basketball Coach, Evanston, IL	9/99-2/03
Department of Athletics Math Tutor – Northwestern University, Evanston, IL	9/98-9/99
North Chicago Park District Junior High Basketball Coach, North Chicago, IL	9/97-2/98
Engineering Learning Resource Center Math Tutor – University of Michigan, Ann Arbor, MI	9/94-4/97
Student Educational Peer Program Coordinator – Murray Wright High School, Detroit, MI	9/93-4/97

## **Awards and Affiliations**

Blue Gargoyle Board Affiliation

Kellogg School of Management Alumni Association

Graduate Consortium for Minority Engineering Students Fellowship

Motorola Black Business Council Affiliation

National Society of Black Engineers (NSBE) Alumni Association

# GINGER MARIE REYNOLDS, Ph.D.

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2200 N. Leavitt, #2  
Chicago, Illinois 60647  
(815) 383-5399  
ginger@gingerreynolds.com

## EDUCATION

University of Illinois, Urbana, Illinois

**Ph.D.**, Educational Policy Studies, 2000

Concentration in Educational Policy Analysis and Philosophy of Education

*Dissertation*: Considering Religious Discourse and Debates Concerning American Public Schooling

*Chair*: Dr. Nicholas C. Burbules

**M.A.**, Educational Policy Studies, 1996

Concentrations in Philosophy of Education and Women's Studies

*Thesis*: Using Wittgenstein to Consider Mental Illness

**B.S.**, Department of Psychology, College of LAS, 1992

*Magna Cum Laude*

## EXPERIENCE

Chicago Public Schools, District 299

Chicago, IL

**Chief Officer, Research, Evaluation, and Accountability**

2007 to 2009

Oversee and direct the management of 40 staff in six district-level offices including Applied Research, Program Evaluation, Accountability, Assessment, Data Analysis, and Compliance and Student Records. Highlights of responsibilities include the district's research and evaluation agendas, performance management, assessment strategy, student-level data quality and analysis, and attendance numbers for state funding. Total budget is \$4.5 million. Also serve on the CEO's Senior Leadership Team, a team which directs the policy, operational, fiscal, and educational decisions for the district and sit for the district on the Steering Committee of the Consortium on Chicago School Research.

Illinois State Board of Education

Chicago and Springfield, IL

**Assistant Superintendent for Teaching and Learning**

2004 to 2007

Oversaw and directed the management of the programmatic work of the agency, including the Divisions of Certification, Assessment, Data Analysis, Curriculum and Instruction, Early Childhood, Federal Grants and Programs, English Language Learning, Accountability, and Career and Technical Education; managed NCLB reporting and compliance; developed and recommended agency policies and procedures; and assisted the State Board and the State Superintendent in establishing goals, activities, and policies and ensure the successful completion of such. Supervised a staff totaling 140 and total budgets over \$1.5 billion.

Council of Chief State School Officers

**Director, Executive Committee**

2006 to 2007

Deputies Leadership Commission

Elected to this position, the Executive Committee directs the work of the Deputies Leadership Commission, an action arm of the Council which is an integral component of the Council's services to its members.

U.S. Department of Education's Regional Advisory Committee

**Serving Member**

2004 to 2005

Appointed by Secretary of Education Rod Paige to this committee charged with conducting an assessment of the educational needs of the North Central Region and preparing a report on those needs for the Secretary of Education and the Director of the Institute of Education Sciences.

Learning Point Associates

Naperville, IL

**Policy Associate**

2002 to 2004

Office of Policy and Networks

Researched, designed, and wrote policy-related pieces; built and supported relationships with state policy makers and policy groups; developed and maintained a current knowledge base concerning state and regional education policy; designed, planned, and facilitated seminars; and assisted in sculpting, conducting, and analyzing education research within a policy context.

University of Illinois

Champaign, IL

**Adjunct Professor**

Spring 2002

Department of Educational Policy Studies

Taught an online course, *History of Work and Educational Policy*, required for the online Master's degree in Human Resource Education. Designed this class of 22 students to be highly interactive and team based. Student evaluations were complimentary.

Rasmussen College

Minnetonka, MN

**Dean of Instructional Programs**

2000 to 2001

Ensured instructional quality, hired and supervised 35 full-time and adjunct faculty, assisted in reconstructing program review and college-wide assessment design, prepared for successful NCA accreditation, organized and conducted faculty professional development, served as primary liaison between faculty and management, and promoted student achievement.

**Instructor**

2000 to 2001

Taught several sections of a developmental mathematics course, *Foundations of Math*, for students who scored below 50 on the interactive, ACT-developed test, COMPASS. Nearly all students passed the exit test after taking my course.

University of Minnesota

Minneapolis, MN

**Adjunct Professor**

Summers 2000 and 2001

Department of Education and Human Development

Served as an Adjunct Professor, teaching three sessions of the course *School and Society*, a course required for teacher certification; responsible for 40 to 50 students and a teaching assistant in each of these classes; developed the course to focus on the history, philosophy, and sociology of education in the US, with particular regard for issues of diversity, gender, and class.

Minneapolis Public Schools

Minneapolis, MN

**Reserve Teacher**

1999 – 2000

Served as short-call reserve teacher in all areas of middle school and senior high school; worked primarily in special education classes in schools with low-income and ethnically-diverse student populations.

## **PRESENTATIONS AND PUBLICATIONS**

Reynolds, Ginger M., and Sue Spote, *Developing and Maintaining a Data Archive, Building a New Model for the Role of Research: A Meeting of New and Emerging Urban Education Research Partnerships*, Chicago, IL, May 19, 2009.

Reynolds, Ginger M., *Distinguished Panel: The Impact of NCLB on Various Educational Roles*, Association of Teacher Educators' Second National Congress on Teacher Education, Washington DC, October 14, 2006.

Reynolds, Ginger M., *Keynote Address: NCLB in Illinois*, Illinois State Board of Education Title I Directors Annual Fall Conference, Springfield, IL, September 25, 2006.

Reynolds, Ginger M., *Keynote*, 2006 Stilgebauer Learning with Technology Awards, St. Charles, IL, March 2, 2006.

Reynolds, Ginger M., and Gail Lieberman, *Keynote Address: Illinois' Forecast for Better Education*, Illinois Annual Statewide No Child Left Behind Conference: Forecasting Better Education, Chicago, IL, February 16, 2005.

Reynolds, Ginger M., and Hoor Bhanpuri, *Understanding and Addressing the Issue of the High School Drop Out Age*. Naperville, IL: Learning Point Associates, 2003. Available at: <http://www.ncrel.org/policy/pubs/pdfs/mich.pdf>.

Reynolds, Ginger M., "NCREL Releases *Viewpoints* on the Achievement Gaps," in *Network News: Newsletter of the Minority Student Achievement Network*. Evanston, IL: Minority Student Achievement Network, Spring 2003.

Reynolds, Ginger M., "Identifying and Eliminating the Achievement Gaps: A Research-Based Approach," in *Bridging the Great Divide: Broadening Perspectives on Closing the Achievement Gaps*. Naperville, IL: North Central Regional Educational Laboratory, 2002.

## **EVALUATIONS**

Reading First Ohio Evaluation. North Central Regional Educational Laboratory. 2004

Cleveland Tomorrow's Education Program: An Initial Evaluation. North Central Regional Educational Laboratory. April 2003.

## **CONFERENCES CONVENED**

*Going to Scale with Scientifically Based Instructional Strategies Forum*. Over 50 attendees including state education agency representatives and higher education professionals. Chicago, IL. May 15-16, 2003.

*Capacity Building Conference on the No Child Left Behind Act of 2001*. Over 100 attendees including state education agency representatives and administration leaders of large, urban school districts. Naperville, IL. September 18, 2002.

## LAHARI G. GOUD

(b)(6)

### EXPERIENCE

Feb 2007 – Present

#### **Chicago Public Schools: Graduation Pathways/Kelvyn Park High School/Performance Management Team**

Freshmen On-Track Coordinator, Chicago, IL

- Developing a district wide attendance strategy
- Researching national best practices of data use in school systems
- Analyzing and synthesizing school level data
- Presenting On-Track data to various parties, including school and district staff
- Creating school presentations
- Coordinating High School Investigation Day
- Organizing Freshmen Orientation
- Developing and implementing a strategic plan
- Member of the school's Instructional Leadership Team
- Facilitating weekly house meetings that focus on data
- Planning meetings with parents of failing students, every 5 weeks
- Lead focus groups with students on various topics
- Designing and staffing lunch time tutoring program
- Assigning and developing data driven interventions for students
- Building a Freshmen Resource Class Curriculum
- Featured in an Education Week article in mid March 2009

July 2006 – Aug '07

#### **Noble Street School**

- Taught 9<sup>th</sup> grade algebra course – Pritzker College Prep Campus
- Organized trips for minority students to meet and visit the workplace of minority professionals
- Adult mentor for 20 students
- Worked on Tech/ College Awareness curriculum
- Taught Yoga club
- Consulted - Analyzing EPAS data

March 2005 – July '06

#### **Chicago Public Schools: Office of the Chief of Staff/New Schools Department**

Project Manager, Chicago, IL

- Coordinated the Performance Pipeline program
- Advocated for Charter Schools
- Presented information on New Schools at local and national conferences
- Communicated to community members and elected officials about Renaissance 2010
- Planned New School Leaders Retreat
- Facilitated data projects for new schools
- Developed plan for turn-around schools
- Coordinated the Teacher Initiative
- Evaluated new school proposals
- Managed special projects
- Analyzed school level data for CASASTART program
- Assisted in the preparation of our annual request for proposals
- Researched different assessment tools
- Organized special events

- Managed the planning/budget process for the COS office

March 2004-Feb '05

**Chicago Department of Children and Youth Services, Special Projects Coordinator, Intern Chicago, IL**

- Assisted the Commissioner
- Member of the transitional management team
- Assessed the number of early childhood slots
- Wrote grants for early childhood and youth programs
- Facilitated planning groups with key stakeholders
- Analyzed data
- Trained site directors in COPA, (web-based program used to capture data)
- Organized a youth symposium
- Researched best practices for increasing communication between incarcerated parents and their families

June 2003-Mar '04

**Chicago Public Schools Office of Planning and Development and Office of the CEO, Intern, Chicago, IL**

- Researched best practices for early childhood programs, bilingual education, mixed income schools
- Analysis, synthesized, and presented data on special education, mixed income schools
- Facilitated groups with key stakeholders (students, principals, and directors)
- Developed a long term plan to expand early childhood programs in Chicago

October 2002-June '03

**Salvation Army Family Services, Intern, Chicago, IL**

- Performed intake assessments
- Counseled individuals and groups-regarding issues such as, depression, grief, and conflict resolution
- Lead anger management groups for adults and children

June 2000-2002

**Teach For America- Tench Tilghman Elementary School, Teacher, Baltimore, MD**

- Taught second grade-assessed the students and individualized the curriculum to meet their needs
- Planned a week long camping trip for 150 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders
- Planned a Back to School Night: an initiative to involve parents and families in the school community
- AmeriCorps Volunteer
- Taught kindergarten summer school in Houston, TX (Summer 2000)

Summer of 1999

**Lake County Juvenile Detention Center, Intern, Painesville, OH**

- Ran a virtues program
- Taught virtue lessons
- Engaged youth in service projects

## **EDUCATION**

**University of Chicago, Chicago, IL (2002-2004)**

Masters of Arts of Social Service Administration, concentration in policy

**Johns Hopkins University, Baltimore, MD (2000-2002)**

Masters of Arts of Teaching with a certification in Elementary Education

**Ohio State University, Columbus, OH (1998-2000)**

Bachelor of Arts in Psychology, June 2000





*Visiting Assistant Professor, College of Education*  
*Co-director, Chicago Network for Service Learning and Democratic Citizenship*

Worked with Chicago Public School elementary and high school teachers and youth service workers to design and implement service learning curricula in their classes and programs  
Designed and implemented evaluations of education and social service programs

**1991 - 1994** **University of Illinois**  
**Chicago, IL**

*Visiting Assistant Professor, College of Education*  
*Director of Evaluation, Kellogg Nation of Tomorrow Project*

Designed and implemented evaluation of \$4 million project in the Chicago Public Schools, involving the University's Schools of Nursing, Social Work and Education

**1994 - 1995** **Aurora University**  
**Aurora, IL**

*Field Supervisor, College of Social Work*

Supervised social work students in their work placement at a youth drop-in center

**1989-1990** **University of Chicago**  
**Chicago, IL**

*Research Associate, Department of Medicine*  
*Project Director, Windermere Geriatric Health Center Evaluation*

Directed the evaluation of a geriatric ambulatory care center

## Research Reports

(All reports available at [www.impactresearch.org](http://www.impactresearch.org))

- 2006 "Senior Caregivers" with Winnie Bahrmassel, Allison Creekmur, Laura Kalmes, Sarah Lessem and Lise McKean, Center for Impact Research.
- 2005 "Wherever I Can Lay My Head: Homeless Youth on Homelessness," with Elizabeth Bax, Lise McKean and Louise Schoggen, Center for Impact Research.
- 2005 "Medicare Reform: Widespread Confusion, Uncertain Benefits," with Elizabeth Bax, Louise Schoggen and Lise McKean, Center for Impact Research.
- 2004 "Community Organizing in Three Southside Chicago Communities: Leadership, Activities, and Prospects," with Lise McKean and Susan Shapiro, Center for Impact Research.
- 2004 "Pathways to and from Homelessness: Women and Children in Chicago Shelters," with Lise McKean and Jody Raphael, Center for Impact Research.
- 2000 "Sweatshops in Chicago: A Survey of Working Conditions in Low-income and Immigrant Communities" with Bob Ginsburg, Center for Impact Research.
- 2000 "Domestic Violence and Birth Control Sabotage: A Report From The Teen Parent Project" with Jody Raphael and Cathy Gilham, Center for Impact Research



### **Memorandum of Understanding for Loyola University Chicago**

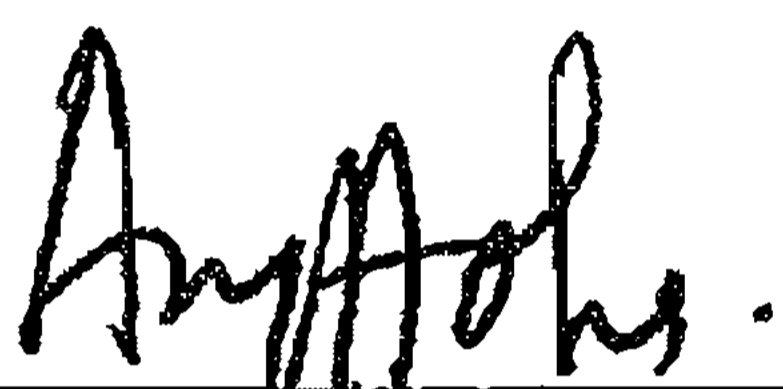
Established in 1870 and incorporated in 1909, Loyola University Chicago (LUC) is a Jesuit university dedicated to knowledge in the service of humanity. The University, founded as St. Ignatius College, is Chicago's only Jesuit university. Loyola educates more than 15,600 students on five campuses, three in the greater Chicago area, the John Felice Rome Center in Italy, and the Beijing Center for Chinese Studies. The University offers 71 undergraduate majors and 71 minors; 85 master's and 31 doctoral degrees; and 26 graduate-level certificate programs through 10 schools and colleges.

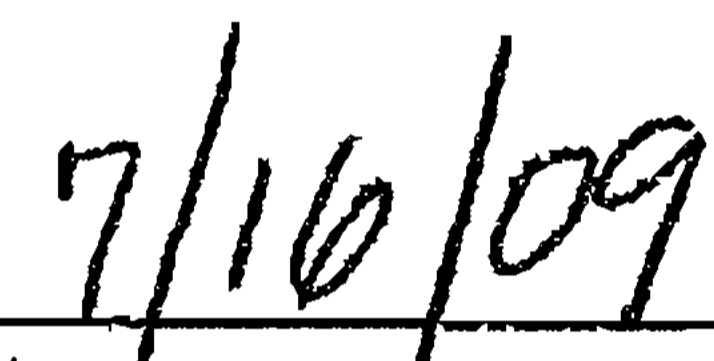
As a partner, LUC will commit to participate in the Chicago Teacher Pipeline Project (CTPP), and in particular will:

- 1) Commit to collaborating across the College of Arts and Sciences and the School of Education, and with the other participating universities, in order to achieve the project's goals: (a) develop a consistent, coherent, and strengthened preparation program for elementary candidates across the four universities; (b) prepare and support diverse cohorts of CTPP teacher candidates who are highly qualified to teach all students in high need Chicago public schools; and (c) develop the learning communities in partner schools to ensure the effectiveness of CTPP graduates who are placed in them.
- 2) Contribute five percent time of Dr. Frank Fennell, Dean of the College of Arts and Sciences and Dr. David Prasse, Dean of the School of Education, in order to serve as Co-Investigators;
- 3) Contribute five percent of Dr. Sue Hill's time, in order to serve as the clinical placement coordinator;
- 4) Serve on the project's Advisory Committee or provide a representative;
- 5) Assign other appropriate staff and faculty in order to perform the duties set forth;
- 6) Publicize the university's participation in this program internally and externally as appropriate;
- 7) Make available all annual, quarterly, or monthly financial and performance progress reports as required by the Federal government;
- 8) Assist with the documentation and evaluation of the program;

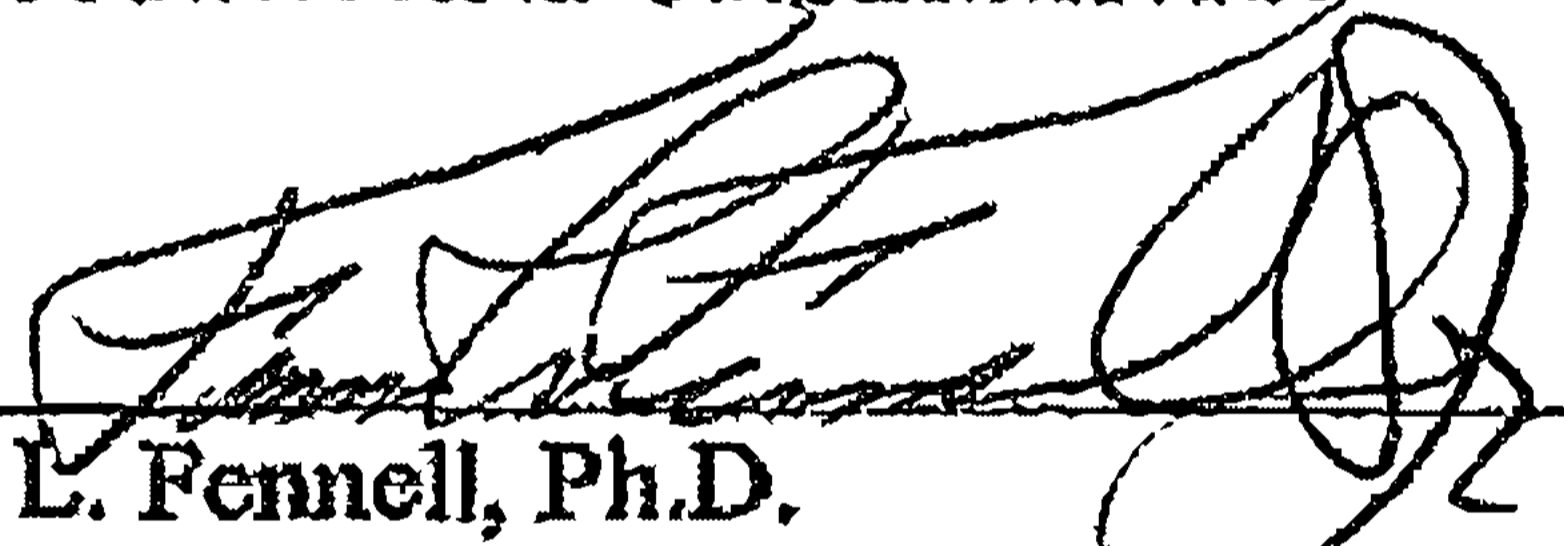
- 9) Manage the budget in line with Federal requirements;
- 10) On the request of the auditor, make supporting documentation available for both financial and compliance audits;
- 11) Commit to providing cost sharing as indicated in the grant proposal budget; and
- 12) Enter into a sub-contract with the University of Illinois Chicago;

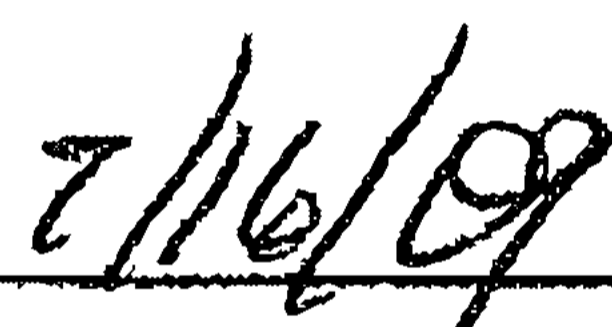
I, the undersigned, as the authorized representative of Loyola University Chicago, concur and agree that the above partnership agreement will be fulfilled. This partnership agreement is understood to incorporate the project narrative and the budget.

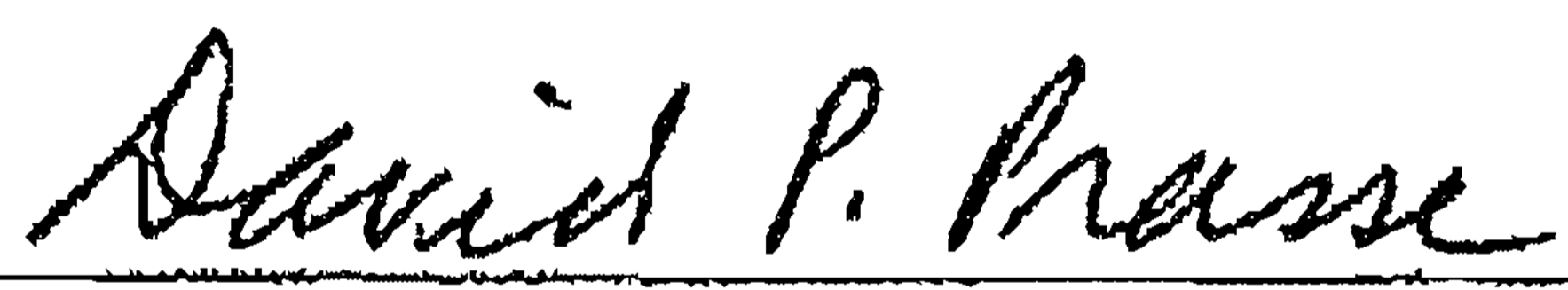
  
\_\_\_\_\_  
Samuel A. Attah, Ph.D.  
Associate Provost for Research & Centers


  
\_\_\_\_\_  
Date

ADDITIONAL ENDORSEMENTS:

  
\_\_\_\_\_  
Francis E. Fennell, Ph.D.  
Dean, College of Arts and Sciences

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
David P. Prasse, Ph.D.  
Dean, School of Education

  
\_\_\_\_\_  
Date

# National-Louis University

## Chicago Campus

120 S. Michigan Avenue  
Chicago, Illinois 60607-6119

P 312.851.3000

F 312.261.3057

## Memorandum of Understanding for National-Louis University

National-Louis University (NLU) is a multi-campus institution based in Chicago and offers undergraduate and graduate degrees through traditional, at-a-distance, and cohort models. Founded in 1886, NLU is comprised of the National College of Education, the College of Arts and Science, and the College of Management and Business. NLU is a leader in preparing teachers, business, and community leaders. NLU currently operates campuses in Chicago, Skokie, Lisle, Wheeling and Elgin, Illinois, as well as in Wisconsin, Florida, and Nowy Sącz, Poland.

National-Louis University is pleased to partner with the University of Illinois at Chicago, Loyola University of Chicago, Northeastern Illinois University, and Chicago Public Schools (CPS) in order to enact the Chicago Teacher Pipeline Partnership (CTPP). The goals and objectives align with National-Louis University's commitment to social justice by making the preparation of high quality teachers a priority in order to improve the student achievement of CPS' high-need schools.

As a partner, NLU will commit to the bulleted list below for the full duration of this grant in order to ensure this project's success:

National-Louis University participating in the Chicago Teacher Pipeline Project (CTPP) will:

- 1) Commit to collaborating across the College of Arts and Sciences and the National College of Education and across universities in order to achieve the project's goals: 1) develop a consistent, coherent, and strengthened preparation program for elementary candidates across the four universities; 2) prepare and support diverse cohorts of CTPP teacher candidates who are highly qualified to teach all students in high need Chicago public schools; 3) develop the learning communities in partner schools to ensure the effectiveness of CTPP graduates who are placed in them
- 2) Contribute five percent of Dr. Martha Casazza, Dean of the College of Arts and Science and Dr. Alison Hilsabeck, Dean of the National College of Education, time in order to serve as Co-PIs;
- 3) Contribute five percent of Dr. Fred Chesek's time, in order to serve as the Clinical placement coordinator;
- 4) Serve on the project's Advisory Committee or provide a representative;

Chicago IL  
Elgin IL  
Lisle IL

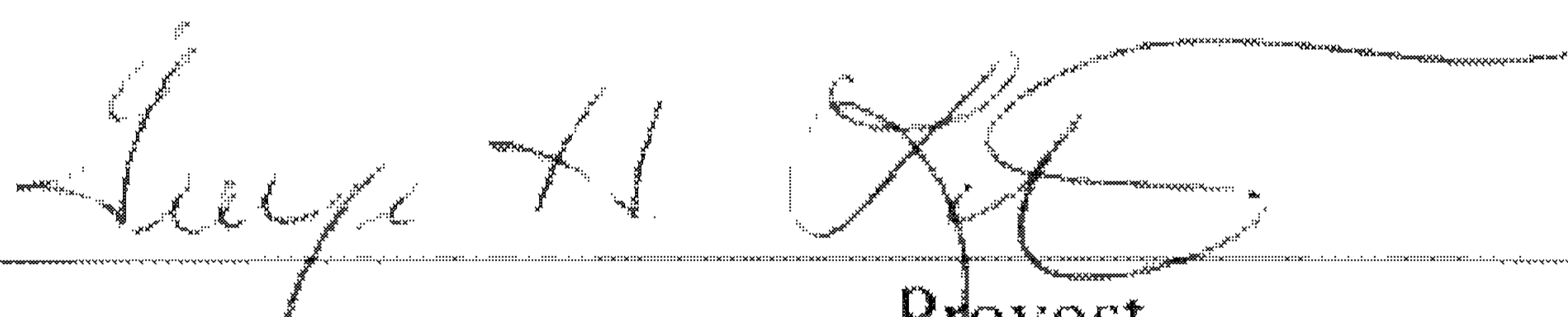
Skokie IL  
Wheeling IL

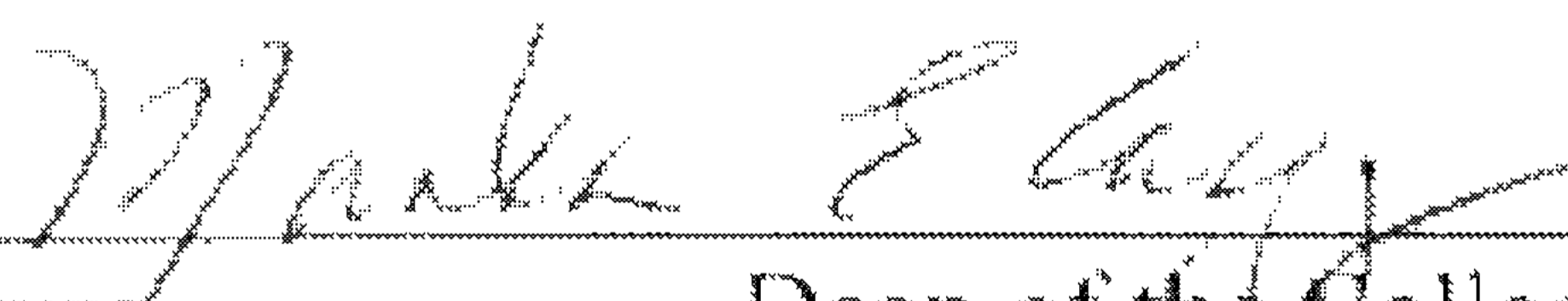
Aurora VA  
Bart, TN  
Florida Regional Campus

Madison WI  
Washington, DC  
Nowy Sącz, Poland

- 5) Assign other appropriate staff and faculty in order to perform the duties set forth;
- 6) Publicize the university's participation in this program internally and externally as appropriate;
- 7) Make available all annual, quarterly, or monthly financial and performance progress reports as required by the Federal government;
- 8) Assist with the documentation and evaluation of the program;
- 9) Manage the budget in line with Federal requirements;
- 10) On the request of the auditor, make supporting documentation available for both financial and compliance audits;
- 11) Commit to providing a ten percent tuition reduction waiver for undergraduates for course work related to the project;
- 12) Commit to providing cost sharing as indicated in the grant proposal budget; and
- 13) Enter into a sub-contract with the University of Illinois Chicago;

I, the undersigned, as the authorized representative of National-Louis University concur and agree that the above partnership agreement will be fulfilled. This partnership agreement is understood to incorporate the project narrative and the budget.

  
 Signature \_\_\_\_\_ Provost \_\_\_\_\_ Date July 14, 2009

  
 Signature \_\_\_\_\_ Dean of the College of Arts and Sciences \_\_\_\_\_ Date July 14, 2009

  
 Signature \_\_\_\_\_ Dean of the National College of Education \_\_\_\_\_ Date July 14, 2009

## **Memorandum of Understanding for Northeastern Illinois University Participating in Chicago Teacher Pipeline Partnership (CTPP)**

**Northeastern Illinois University (NEIU)**, a comprehensive state university located in Chicago, and the only four-year public Hispanic Serving Institution (HSI) in the Midwest, serves nearly 12,000 commuter students in 37 undergraduate and 23 graduate programs. NEIU has been ranked as the most diverse university in the Midwest (*U.S. News and World Report*) for eight consecutive years. Because of its location in the Chicago metropolitan area, NEIU serves a population diverse in age, culture, language, and race.

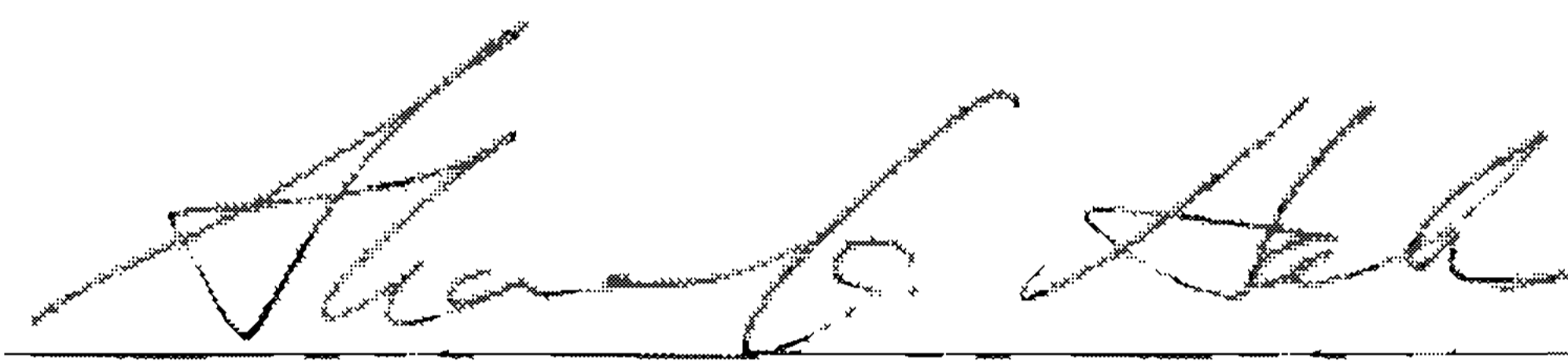
As one of the oldest and largest education colleges in the Chicago metropolitan area, NEIU's College of Education offers a comprehensive range of programs and areas of concentration at both the undergraduate and graduate levels. The College of Arts and Sciences is the largest of the University's three colleges. It offers bachelor's degrees in 26 majors with 33 minors and master's degrees in 13 disciplines. In addition, the College is responsible for the General Education program. The proposed CTPP project is fully aligned with the university's mission as well as with the mission of both colleges.

### **Northeastern Illinois University participating in the Chicago Teacher Pipeline Partnership will:**

- 1) Serve on the project's Advisory Committee or provide a representative,
- 2) Release faculty, associate deans, and the director of the Office of Clinical Experiences and Student Teaching to participate in program activities as described in the grant narrative.
- 3) Manage the budget in accordance with all federal regulations.
- 4) Support the participation of teachers in the professional development activities of the project focused on achieving high academic and pedagogical standards,
- 5) Will publicize the university's participation in the grant internally and externally as appropriate.
- 6) Upon request of the auditor, will make all supporting documents available for financial and compliance audits.
- 7) Provide tuition waivers for cooperating teachers to be used for coursework related to project goals.
- 8) Assist with the documentation and evaluation of the program,
- 9) Enter into a sub-contract with the University of Illinois Chicago.

- 10) Support faculty from the College of Education and the College of Arts and Sciences in collaborating within NEIU and across the partner institutions: to recruit, retain, and support teacher candidates who have deep content knowledge, pedagogical skills, and appropriate dispositions to ensure that urban students achieve to high academic standards; to graduate and support teacher candidates accept teaching position in CPS schools, and, to develop coherent sequences of courses in mathematics, science, and literacy for elementary education majors that will result in increased numbers of teacher candidates endorsed in mathematics, science, and reading;
- 11) Commit to providing cost sharing as described in the NEIU section of the narrative budget.

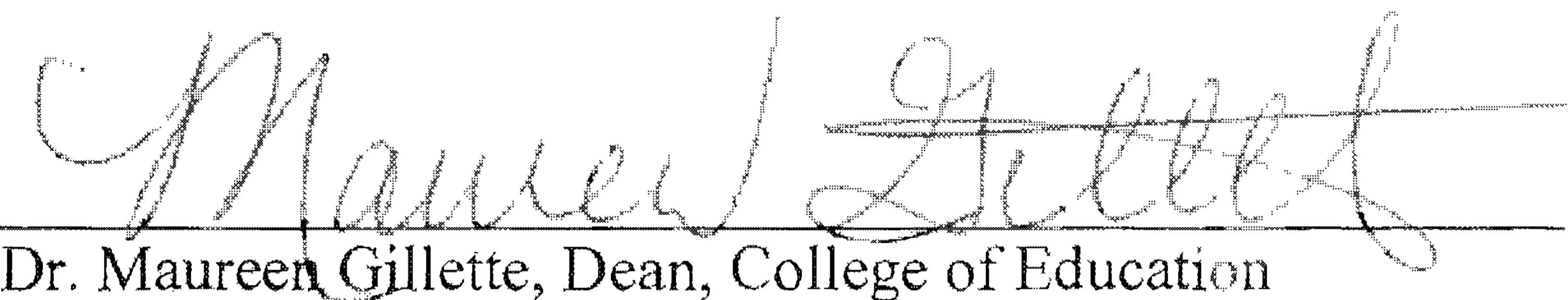
The undersigned, as the authorized representatives of Northeastern Illinois University concur and agree that the above partnership agreement will be fulfilled. This partnership agreement is understood to incorporate the project narrative and the budget. We will make available all financial information and data required to complete annual progress reports, interim progress reports, all budget reports and evaluation reports in a timely manner.



Dr. Sharon K. Hahs, President

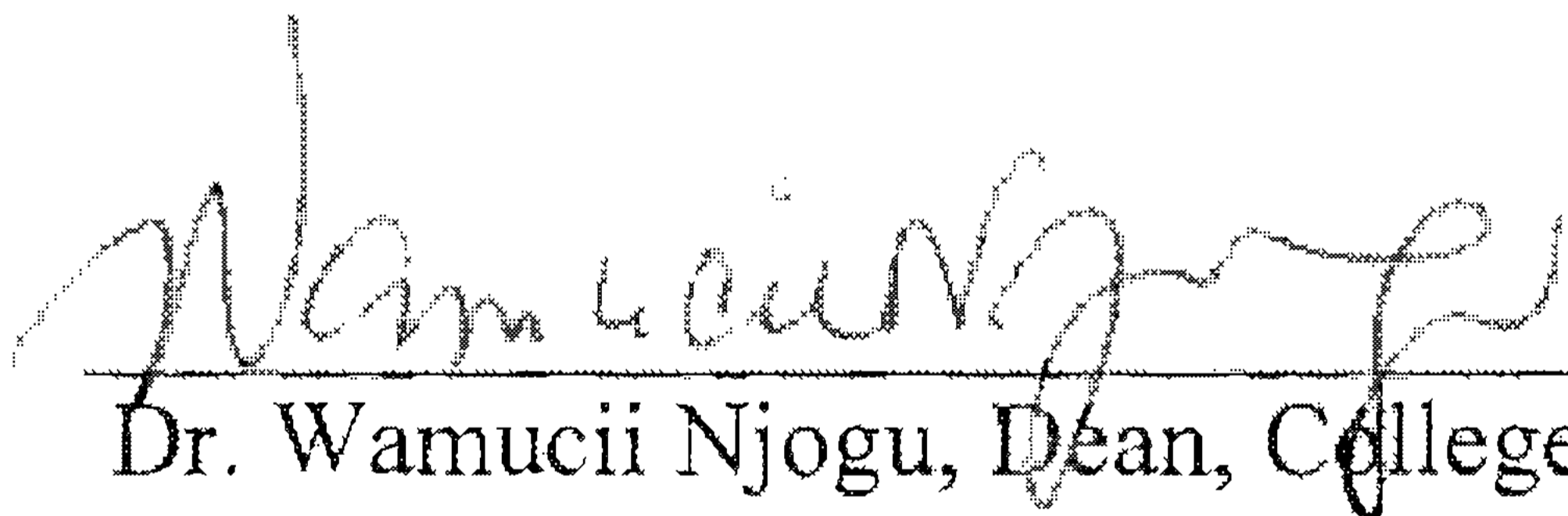
07/15/09

Date



Dr. Maureen Gillette, Dean, College of Education

7/15/09  
Date



Dr. Wamucii Njogu, Dean, College of Arts & Sciences

7/15/09  
Date

Office of the Provost and Vice Chancellor for Academic Affairs

2832 University Hall (MC 105)  
601 South Morgan Street  
Chicago, Illinois 60607-7128

July 14, 2009

Teacher Quality Partnership Grant Program  
U.S. Department of Education  
400 Maryland Avenue, SW., Room 4W320  
Washington, DC 20202

Re: Chicago Teacher Pipeline Partnership (CTPP)

To whom it may concern:

It is with great enthusiasm that I write in support of the partnership between Loyola University Chicago (LUC), National-Louis University (NLU), Northeastern Illinois University (NEIU), and the University of Illinois at Chicago (UIC) entitled "Chicago Teacher Pipeline Partnership (CTPP)" with the Chicago Public Schools (CPS). This partnership aims to improve teacher quality and persistence in high-need schools by, first, ensuring that teacher candidates have the requisite content knowledge and corollary pedagogical content for teaching elementary and middle grades students, and second, ensuring that candidates are pedagogically prepared to meet the learning needs of all students.

The universities in the proposed partnership welcome the opportunity to reform their current elementary teacher preparation programs to substantially increase both teachers' content knowledge in mathematics, science, and reading and their ability to differentiate instruction for English language learners, students with disabilities, and learners in Chicago's high-needs schools. We are confident that this partnership can produce teachers who can in turn produce measurable gains in student learning.

UIC's College of Education has strategically prepared to address these issues and be a leader in preparing educators who can work effectively in Chicago neighborhood schools and other urban educational and community agencies where they are needed most. The partnership has agreed that UIC will serve as the lead institution and fiscal agent for this proposal.

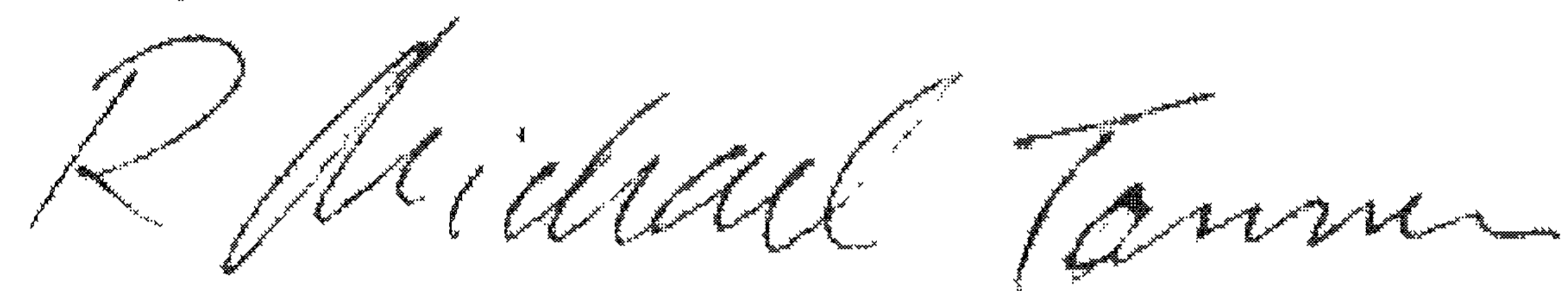
The collaboration between the Arts and Sciences colleges and Education colleges at each respective partner university will improve the quality of elementary teacher preparation, which in turn will directly and positively influence the quality of teachers and expected student learning gains in the Chicago Public Schools. The work has a high likelihood of influencing changes in teacher preparation policy at the Illinois State Board of Education and Illinois Board of Higher Education levels, where the proposal has received support and affirmation.

Because the proposed reforms are directly in line with Secretary Arne Duncan's and President Barack Obama's agenda for improved teacher quality, especially in urban centers, and because they directly respond to national calls to improve the rigor of K-8 teacher preparation programs in critical domains like mathematics and science, we are confident that this proposal will be well-received by the Teacher Quality Partnership Grant Program.

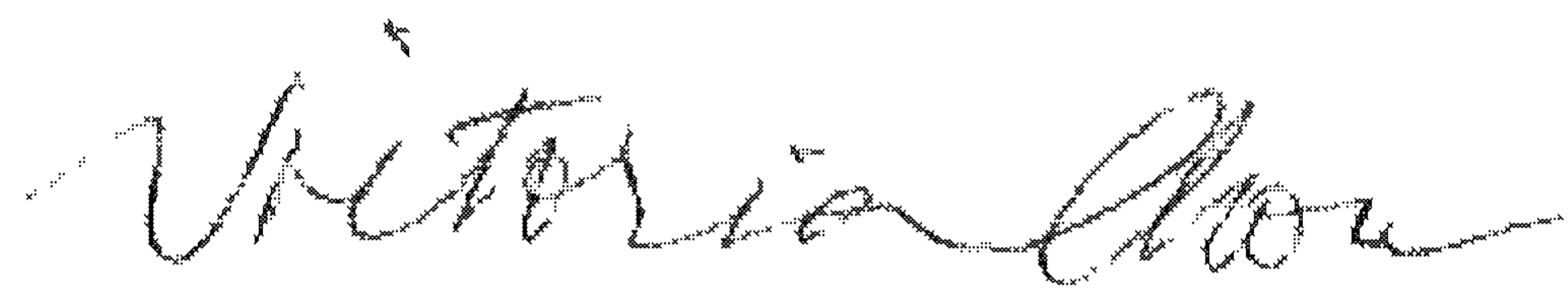


I wish this application every success and thank you for your consideration of this partnership proposal.

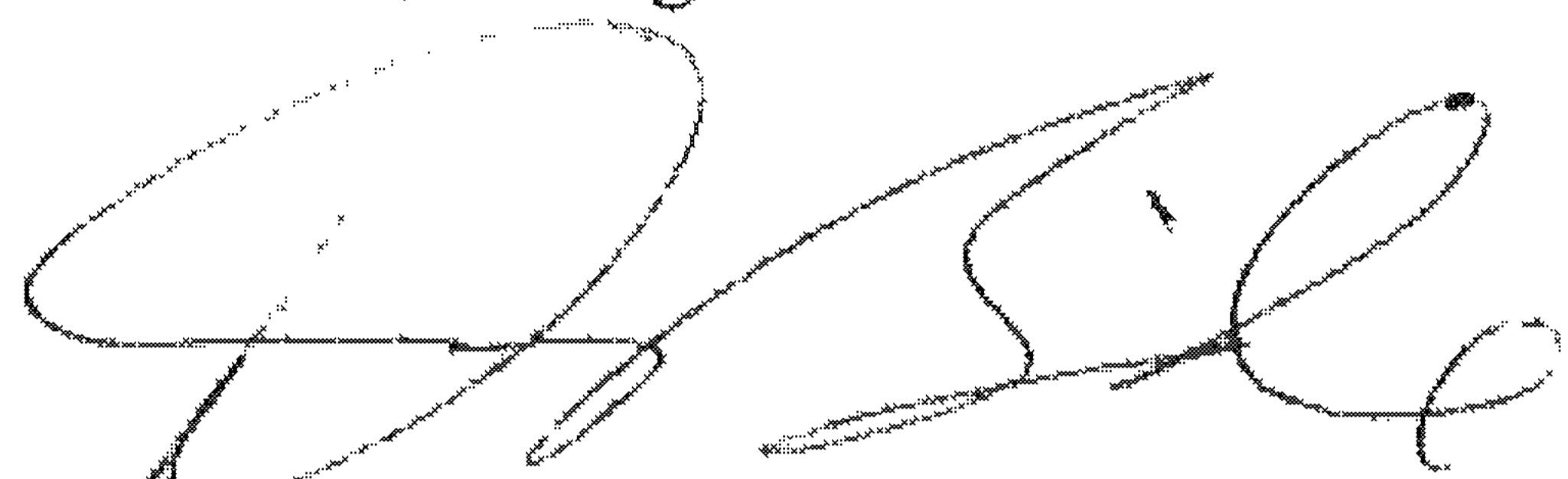
Sincerely,



R. Michael Tanner  
Provost and Vice Chancellor for Academic Affairs



Victoria Chou  
Dean, College of Education



Dwight McBride  
Dean, College of Liberal Arts & Sciences



**Ron Huberman**  
Chief Executive Officer

The Honorable Arne Duncan, Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Mr. Secretary:

Chicago Public Schools (CPS) is pleased to partner with the University of Illinois at Chicago, Loyola University of Chicago, Northeastern Illinois University, and National-Louis University in support of the Chicago Teacher Pipeline Partnership (CTPP). CPS supports CTPP's mission to improve the caliber of Chicago's teachers. As a major provider of new teachers in Chicago, CTPP has the potential to greatly expand the pool of highly qualified teachers in Chicago Public Schools. The proposed program reforms, including emphasis on training elementary teachers with strong math, science, and literacy backgrounds, ensure that graduates of this program will be better equipped to meet CPS needs.

CPS supports CTPP's unique capacity to inform citywide and statewide conversations about education reform. CTPP is affiliated with the Council of Chicago Area Deans of Education and has garnered the support of the Illinois State Board of Education and the Illinois Board of Higher Education. Moreover, their commitment to providing long-term support to help graduates cultivate their leadership skills will build our schools' capacity for improvement.

As a partner, CPS will commit to the following for the five years of the grant's duration in order to ensure this project's success:

- Use grant funds to provide a 100% FTE liaison to coordinate the project with CPS schools;
- Support partnerships between each university and their respective five CPS partner schools;
- Support an average total of 680 hours of clinical experience in our schools per CTPP student;
- Encourage the hiring of CTPP graduates in our schools;
- Provide each new CTPP teacher with a minimum of two years of induction through our contract with the New Teacher Center; and
- Provide data and supporting documentation for the evaluation, project reports, and audits in a timely manner.

Thank you for considering this proposal. We believe it promises to greatly improve teaching and learning in Chicago Public Schools.

Sincerely,

Ron Huberman  
Chief Executive Officer



CHICAGO PUBLIC SCHOOLS

Department of External Resources • 125 South Clark Street, 11<sup>th</sup> Floor • Chicago, Illinois 60603  
Telephone (773) 553-1540 • Fax (773) 553-1541

CHICAGO TEACHER PIPELINE PARTNERSHIP  
PRINCIPALS' DECLARATION OF SUPPORT  
Illinois FY Fall 2009-2014 – Chicago District 299

As the administrators of the Partnerships' cooperating schools


Greeley School, Goudy School, Jordan School, Marshall Middle School, Peirce School

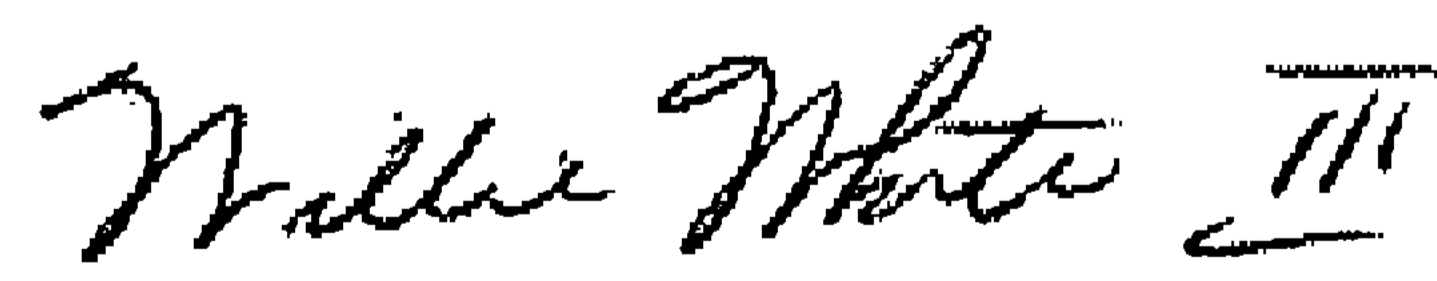
We enthusiastically commit to partner with the Chicago Teacher Pipeline Partnership (Partnership) because our school will greatly benefit from having content specialized teacher candidates prepared to improve student performance. Moreover, we are interested in learning how to effectively support student teachers and new teachers. Chicago Public Schools' full support of the Partnership encourages our support because all products will align with CPS standards, policies and procedures. We will actively commit to the Partnership in the following ways:


1. We agree to accept five student teacher candidates per term.
2. We agree to provide the Partnership's student teacher candidates with cooperating teachers. As an incentive, each cooperating teacher will receive tuition and fee waivers.
3. We will devote time for our teachers to participate in teacher mentorship.
4. We will commit one teacher from our school to the participation in University based content and pedagogical development work groups in each year of the project.
5. We will actively support the Partnership's whole school professional development on Math, Science, Reading and differentiated instruction.
6. We will provide access to relevant, timely information regarding student achievement in accordance with CPS policies regarding use of student data.
7. We will cooperate and collaborate with the external evaluation team.

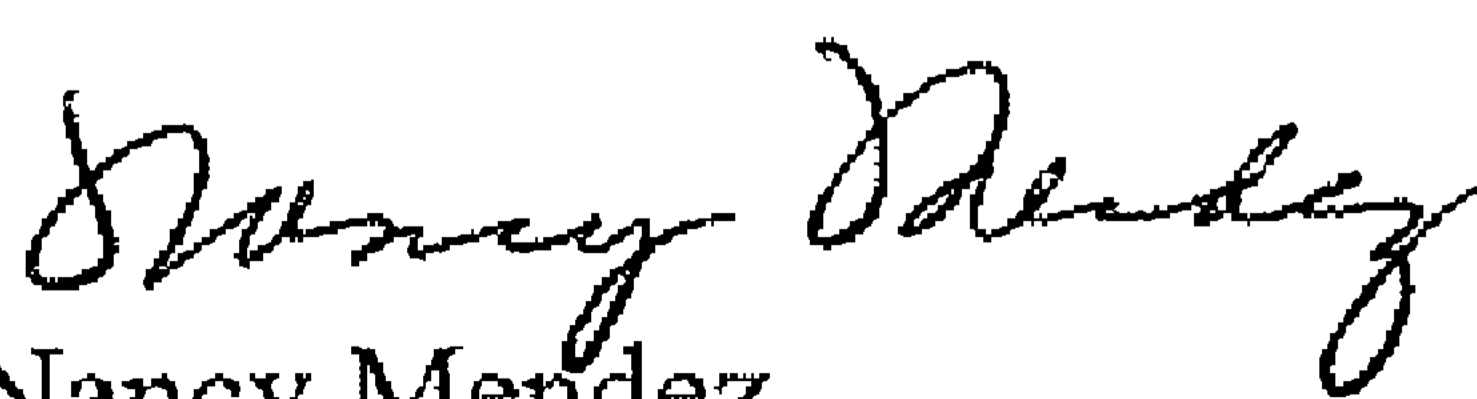
We the undersigned Principals are eager to commit to the Chicago Teacher Pipeline Partnership and look forward to the successful completion of this project.

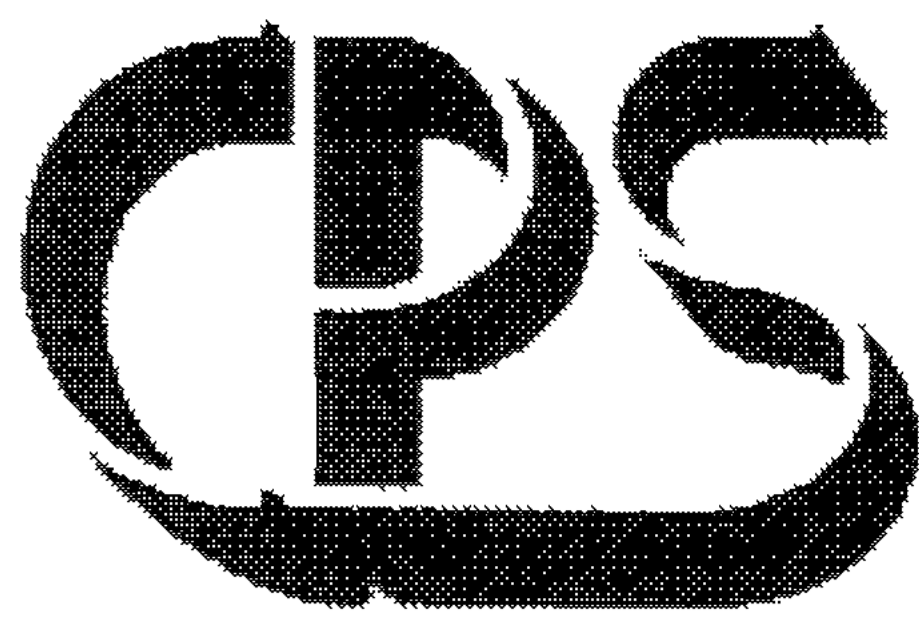
  
Carlos Azcoitia  
Greeley School

  
Pamela Brandt  
Goudy School

  
Willie White III  
Jordan School

  
Jose Barillas  
Marshall Middle School

  
Nancy Mendez  
Peirce School



CHICAGO TEACHER PIPELINE PARTNERSHIP  
PRINCIPALS' DECLARATION OF SUPPORT  
Illinois FY Fall 2009-2014 – Chicago District 299

As the administrators of the Partnerships' cooperating schools

Daniel R. Cameron Elementary School; Alexandre Dumas Elementary School; Alfred Nobel Elementary School; William H. Prescott Elementary School; Henry D. Lloyd Elementary School.

We enthusiastically commit to partner with the Chicago Teacher Pipeline Partnership (Partnership) because our school will greatly benefit from having content specialized teacher candidates prepared to improve student performance. Moreover, we are interested in learning how to effectively support student teachers and new teachers. Chicago Public Schools' full support of the Partnership encourages our support because all products will align with CPS standards, policies and procedures. We will actively commit to the Partnership in the following ways:

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We the undersigned Principals are eager to commit to the Chicago Teacher Pipeline Partnership and look forward to the successful completion of this project.

*David Kovach JSA*

David Kovach, Principal  
Daniel R. Cameron Elementary School

*Macqueline S. King JSA*

Macqueline S. King, Principal  
Alexandre Dumas Elementary School

*Manuel Adrianzen JSA*

Manuel Adrianzen, Principal  
Alfred Nobel Elementary School

*Erin Roche JSA*

Erin Roche, Principal  
William H. Prescott Elementary School

*Fernando Kim JSA*

Fernando Kim, Principal  
Henry D. Lloyd Elementary School



CHICAGO PUBLIC SCHOOLS

Department of External Resources · 125 South Clark Street, 11<sup>th</sup> Floor · Chicago, Illinois 60603  
Telephone (773) 553-1540 · Fax (773) 553-1541

CHICAGO TEACHER PIPELINE PARTNERSHIP  
PRINCIPALS' DECLARATION OF SUPPORT  
Illinois FY Fall 2009-2014 – Chicago District 299

As the administrators of the Partnerships' cooperating schools

Ames; Funston; Lozano; Telpochcalli; Whittier,

We enthusiastically commit to partner with the Chicago Teacher Pipeline Partnership (Partnership) because our school will greatly benefit from having content specialized teacher candidates prepared to improve student performance. Moreover, we are interested in learning how to effectively support student teachers and new teachers. Chicago Public Schools' full support of the Partnership encourages our support because all products will align with CPS standards, policies and procedures. We will actively commit to the Partnership in the following ways:

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We the undersigned Principals are eager to commit to the Chicago Teacher Pipeline Partnership and look forward to the successful completion of this project.

Thomas E. Hoffman Principal  
Ames Middle School

7/14/09

Helena Quirk, Principal  
Funston Elementary School

Samara D. Witt, Principal  
Telpochcalli Elementary School

Kyle Garcia, Principal  
Whittier Elementary School

Aurelia Acosta, Principal  
Lozano Elementary Bilingual and International Center



CHICAGO TEACHER PIPELINE PARTNERSHIP  
PRINCIPALS' DECLARATION OF SUPPORT  
Illinois FY Fall 2009-2014 – Chicago District 299

As the administrators of the Partnerships' cooperating schools

Ames; Funston; Lozano; Telpochcalli; Whittier,

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We the undersigned Principals are eager to commit to the Chicago Teacher Pipeline Partnership and look forward to the successful completion of this project.

Thomas E. Hoffman, Principal  
Ames Middle School

Kelma Quirk, Principal  
Funston Elementary School

Samara D. Willy, Principal  
Telpochcalli Elementary School

Kyle Garcia, Principal  
Whittier Elementary School

Araceli Acosta, Principal  
Lozano Elementary Bilingual and International Center



CHICAGO TEACHER PIPELINE PARTNERSHIP  
PRINCIPALS' DECLARATION OF SUPPORT  
Illinois FY Fall 2009-2014 – Chicago District 299

As the administrators of the Partnerships' cooperating schools

Jungman; May; Nash; Perez; Spencer,

We enthusiastically commit to partner with the Chicago Teacher Pipeline Partnership (Partnership) because our school will greatly benefit from having content specialized teacher candidates prepared to improve student performance. Moreover, we are interested in learning how to effectively support student teachers and new teachers. Chicago Public Schools' full support of the Partnership encourages our support because all products will align with CPS standards, policies and procedures. We will actively commit to the Partnership in the following ways:

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6. We will provide access to relevant, timely information regarding student achievement in accordance with CPS policies regarding use of student data.
7. We will cooperate and collaborate with the external evaluation team.

We the undersigned Principals are eager to commit to the Chicago Teacher Pipeline Partnership and look forward to the successful completion of this project.

Zaida Hernandez, Principal

Jungman Elementary School

Lozan Lewis, Principal

May Elementary Community Academy

Teresa Dunbar, Principal

Vivian Kline, Principal

Nash Elementary School

Perez Elementary School

Ann Fisher, Principal

Spencer Elementary Math and Science Academy

July 15, 2009

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Jesse H. Ruiz

Michael Tang

Terry Mazany  
*President & CEO*

The Honorable Arne Duncan, Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

As President and CEO of The Chicago Community Trust (the Trust), I am writing to support the Chicago Teacher Pipeline Project (CTPP) proposal submitted by a coalition of four major local universities in partnership with the Chicago Public Schools (CPS) for a Teacher Quality Partnership grant. This proposal will build on over \$20 million of investments The Trust has made since 2001 and extend the breadth of this work to include essential pre-service preparation reforms and strengthened Illinois state teacher certification requirements. With direct grant support of \$500,000 for the first year of this project, the Trust will continue this three-pronged strategy to: 1) strengthen content learning of teachers in core curriculum areas; 2) overhaul pre-service preparation and induction support of teachers at multiple universities; and 3) reform Illinois' teacher certification requirements to reflect heightened qualifications for effective instruction of all children. It is our intention that this level of commitment will continue for at least the following three years through 2012.

### **Strengthening Content Learning**

As Chicago's community foundation, the Trust has worked in close partnership with the Chicago Public Schools and a number of local universities to strengthen the quality of instruction throughout the district in strategic ways. The focus of our investments has been primarily on the development of teachers and teacher leaders with the help of university partners who provide coursework towards endorsements and masters' degrees in the core curriculum areas as well as coaching in the schools. To that end, in the last seven years we have invested more than \$15 million in the area of literacy and \$5 million in the area of math and science, the key content areas that are the focus of this new project that now target thousands of pre-service teachers with the same goals. We anticipate continuation of this strategy of engaging the resources of local universities to raise the bar on teaching in high needs schools with annual investments in strengthening instruction in the core curricular areas in education with a commitment in excess of \$5 million.

### **Pre-service Preparation and Induction Support of Teachers**

In addition, the CTPP leverages other university work that has been supported by the Trust (initial grant of \$235,000 in 2008). That work involves direct support for the Council of Chicago Area Deans of Education (CCAED) who, with the help of the Trust, seeded a new collaborative project among local universities to strengthen recruitment, preparation and retention of high quality teachers for high needs schools across multiple institutions. That work led to the development of baseline cross-institutional data that are the platform for the CTPP, including teacher education programming, numbers of teachers being prepared in high-need subject areas, field-based teaching internships and hiring data in the Chicago schools and the region's suburban high needs districts.



Letter to the Honorable Arne Duncan

Page 2

July 15, 2009

The Trust is prepared to commit at least \$500,000 in the first year to begin the CTPP work with continued and comparable support in subsequent years to extend the implementation of the model in the other CCADE institutions serving Chicago and the region.

**Reforming Illinois' Teacher Certification Requirements**

Finally, the Trust has supported this work and will continue to support this effort by serving on the Advisory Committee, by supporting the urgent need for state level policy change in teacher education and advanced teacher leadership development, and by brokering new partnerships with other foundations in Chicago in support of this work. We maintain strong working relationships with the board and staff leadership of the Illinois State Board of Education as well as with the Illinois Board of Higher Education, whose involvement in and commitment to this project is already established.

The Trust has worked over the last several years with many higher education institutions. We value this project because it will draw on the full range of academic departments in leading higher education institutions to provide a high percentage of teachers with much needed content depth and capacity to address the differentiated instructional needs of children in high-needs schools. We also value these institutions' commitments to sustaining and retaining well-prepared teachers in high need schools by integrating them into high functioning teacher teams in those schools.

Please feel free to contact me or our Education Program staff if you have questions about the Trust's commitment or support in this project.

Sincerely,



Terry Mazany  
President and CEO

- c: Ron Huberman, Chief Executive Officer, The Chicago Public Schools
- Barbara Eason-Watkins, Chief Education Officer, The Chicago Public Schools
- Albert Sanchez, Director of External Resources, The Chicago Public Schools
- Judy Erwin, Executive Director, Illinois Board of Higher Education
- Jesse Ruiz, Chairman of the Board, Illinois State Board of Education
- Victoria Chou, Dean, College of Education, University of Illinois at Chicago
- Alison Hilsabeck, Dean, College of Education, National-Louis University
- David Prasse, Dean, College of Education, Loyola University of Chicago
- Maureen Gillette, Dean, College of Education, Northeastern Illinois University
- Ngoan Le, Vice President of Program, The Chicago Community Trust
- Gudelia Lopez, Senior Program Officer, The Chicago Community Trust
- Peggy Mueller, Senior Program Officer, The Chicago Community Trust

**CCADE** COUNCIL OF  
CHICAGO AREA  
DEANS OF EDUCATION

July 16, 2009

Victoria Chou, Dean  
University of Illinois at Chicago  
College of Education  
1040 W. Harrison  
Chicago, IL 60607

Dear Dr. Chou,

This letter is to confirm my interest in serving as the external evaluator for the TQP grant being submitted by Loyola University Chicago, National-Louis University, Northeastern Illinois University, and the University of Illinois Chicago in partnership with Chicago Public Schools.

I look forward to working with the project administrators, and university and school faculty and staff, overseeing the quantitative and qualitative data collection, analysis and reporting. Given the need for consistency in direction and oversight of an endeavor of this magnitude, it is my intention to serve as the director of the external evaluation for the duration of the project. I also understand that there will be a national evaluation contractor responsible for evaluating the TQP Grants Program and I will be more than willing to work with this individual by providing the necessary data.

Thank you for the opportunity to be involved in this promising initiative.

Sincerely,



Rebekah Levin, Ph.D.  
Council of Chicago Area Deans of Education, Coordinator  
University of Illinois at Chicago

RICHARD J. DURBIN  
ILLINOIS

COMMITTEE ON APPROPRIATIONS

COMMITTEE ON THE JUDICIARY

COMMITTEE ON RULES  
AND ADMINISTRATION

ASSISTANT MAJORITY  
LEADER

United States Senate  
Washington, DC 20510-1504

July 15, 2009

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(202) 224-2112  
(202) 224-2890

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Dr. Victoria Chou, Dean  
College of Education  
University of Illinois Chicago  
1040 W. Harrison.  
Chicago, IL 60607

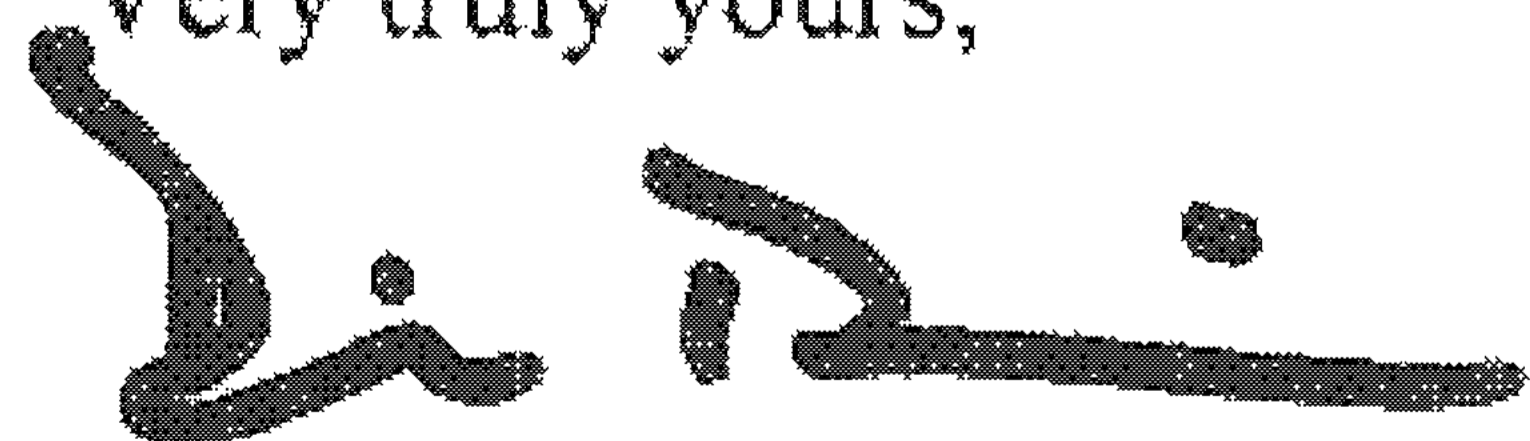
Dear Dr. Chou,

I am writing in support of the request for funding for the Chicago Teacher Pipeline Partnership (CTPP) through the Teacher Quality Partnership federal grants from a consortium of Chicago Universities—Northeastern Illinois University, The University of Illinois Chicago, Loyola University, National Louis University, and Chicago Public Schools, to redesign elementary education programs in order to recruit teachers who have stronger backgrounds in math, science, and literacy. This grant will also unify the education, arts, and science faculties, along with Chicago Public Schools personnel in recruiting, preparing, and supporting better teachers.

Furthermore, the entire redesign of the existing program within the four participating institutions will ensure that teaching candidates are better prepared to teach English-language learners and students with special needs, of which there is a shortage in high-need urban schools. The involvement of faculty from the arts and sciences as well as CPS teachers and administrators will serve to connect theory to practice in sustainable ways. Funding from this program will allow CTPP to implement and institutionalize change in teacher preparation, and to impact student achievement for Chicago Public School students.

Again, I would like to express my support for this application. If you require additional information, please contact my Chicago Director, Clarisol Duque, at (312) 353-4952.

Very truly yours,



Richard J. Durbin  
United States Senator

LUIS V. GUTIERREZ

MEMBER OF CONGRESS  
4TH DISTRICT, ILLINOIS

2367 RAYBURN HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225-8203

DISTRICT OFFICES:

3455 WEST NORTH AVENUE  
CHICAGO, IL 60647  
(773) 384-1655

1310 WEST 18TH STREET  
CHICAGO, IL 60608  
(312) 666-3882

Congress of the United States  
House of Representatives  
Washington, DC 20515-1304

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SUBCOMMITTEE:  
HEALTH

July 14, 2009

Dr. Victoria Chou, Dean  
College of Education  
University of Illinois Chicago  
1040 W. Harrison  
Chicago, IL 60607

Dear Dr. Chou,

I am writing to express my support for the request for funding for the Chicago Teacher Pipeline Partnership (CTPP) through the Teacher Quality Partnership federal grants from a consortium of Chicago universities —The University of Illinois Chicago, Northeastern Illinois University, National Louis University, and Loyola University Chicago— and the Chicago Public Schools (CPS). The CTPP proposal to collaborate in recruiting, preparing, and supporting elementary teachers who have strong content knowledge in mathematics and science and who can effectively teach English-language learners and students with special needs addresses critical areas of teacher shortage in high-need urban schools. Additionally, the involvement of faculty from the arts and sciences as well as CPS teachers will serve to connect theory to practice in sustainable ways.

This grant will make an important impact on student achievement and will serve as an impetus for statewide policy related to the rigorous content and pedagogical preparation of elementary teachers. I believe that the CTPP consortium is ideally suited to meet the goals of this grant competition, as the individual institutions have a long history of collaborating to prepare teachers for CPS. It is uniquely positioned to implement and institutionalize change in teacher preparation.

Again, I would like to express my full support for this grant proposal. If you have any questions, please do not hesitate to call (773) 742-0774, my Congressional Aide Noemi Galvez, at 2201 West North Avenue, Chicago, Illinois 60647.

Sincerely,



Luis V. Gutierrez  
Member of Congress



STATE OF ILLINOIS  
**OFFICE OF THE GOVERNOR**  
SPRINGFIELD, ILLINOIS 62706

**Pat Quinn**  
GOVERNOR

Victoria Chou, PhD  
Chicago Teacher Pipeline Partnership  
Dean, College of Education  
University of Illinois at Chicago  
1040 W. Harrison – 3<sup>rd</sup> Floor  
Chicago, Illinois 60607

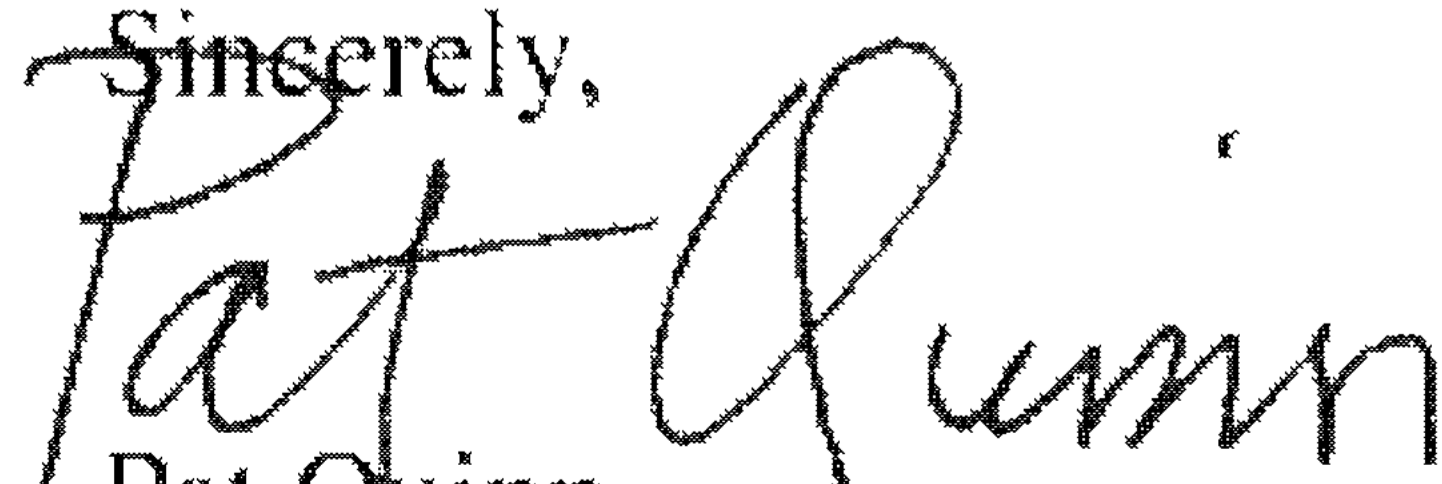
July 15, 2009

Dear Dean Chou:

I am very pleased to submit this letter in support of the Chicago Teachers Pipeline Partnership, which is comprised of four Chicago-based universities (Loyola University Chicago, National-Louis University, Northeastern Illinois University, and the University of Illinois Chicago). One of the most critical issues that we face in our state and nation today is the academic preparation of our students in the areas of math, science and reading. The objectives of your proposal to achieve improved student learning by preparing highly qualified Math, Science and Reading teachers directly addresses this critical concern. The teachers in your program will serve the students in the Chicago public schools, our nation's third largest school district. Your proposal will improve the quality of teachers and also help reduce the high turnover rate by providing ongoing support to those who graduate from your programs.

I know that the goal of the universities in the Partnership is to provide highly prepared and effective teachers. Your schools have a strong commitment to serving the Chicago schools and to working effectively with them to improve student outcomes. The objectives that are outlined in this application will go a long way toward assuring that all students are prepared academically for high school and beyond. Our state is committed to carry out reforms that support student success. The Partnership reflects a collaborative effort that is directly in line with State goals and standards.

I enthusiastically support the objectives of your proposal and look forward to seeing the results of this innovative effort. Please keep me informed as you move forward.

Sincerely,  
  
Pat Quinn  
Governor



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

Jesse H. Rulz  
Chairman

Christopher A. Koch, Ed.D.  
State Superintendent of Education

July 10, 2009

Victoria Chou, PhD  
Chicago Teacher Pipeline Partnership  
Dean, College of Education  
University of Illinois at Chicago  
1040 W. Harrison  
3<sup>rd</sup> Floor  
Chicago, Illinois 60607

Dear Dean Chou:

The Illinois State Board of Education (ISBE) is pleased to submit this letter in support of the Chicago Teachers Pipeline Partnership (Partnership), which is comprised of four Chicago-based universities (Loyola University Chicago, National-Louis University, Northeastern Illinois University, and the University of Illinois Chicago). ISBE is interested in the Partnership's objectives to achieve and document improved K-8 student learning by preparing highly qualified Math, Science and Reading endorsed elementary teachers to meet the needs of all learners in the nation's third largest school district. The initiative will also help decrease the high teacher turn over rate in high needs schools by providing innovative ongoing support of the teachers graduated from the Partnership programs.

The goal of ISBE is to ensure that all students demonstrate academic achievement and readiness for success after high school by holding school districts and schools accountable for providing highly prepared and effective teachers. ISBE goals are in alignment with the goals and objectives of the Partnership's reform efforts. Moreover, ISBE shares accountability with districts and schools to carry out reforms that support student success and as such ISBE is interested in collaborating with the Partnership to ensure that these reforms remain aligned with State goals and standards.

ISBE is excited about the potential of the Partnership. Recent data indicates that students' needs are not being met because the teachers that serve these students lack the content knowledge needed to provide a rigorous educational experience. The Chicago Teacher Pipeline Partnership is a direct response and ISBE looks forward to continuing its support of the Partnership.

Sincerely,

A handwritten signature in cursive script that reads "Christopher Koch".

Christopher A. Koch, Ed.D.  
State Superintendent of Education



## ILLINOIS BOARD OF HIGHER EDUCATION

431 EAST ADAMS STREET, 2ND FLOOR  
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Governor

July 15, 2009

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**Executive Director**  
Judy Erwin

Ms. Peggy Zelinko  
Department of Education  
Office of Innovation and Improvement  
Teacher Quality Partnerships  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Ms. Zelinko:

The Illinois Board of Higher Education (IBHE) is pleased to support the Chicago Teachers Pipeline Partnership (Partnership), which is comprised of four Chicago-based universities' (Loyola University Chicago, National-Louis University, Northeastern Illinois University, and the University of Illinois Chicago) request for funding through the U.S. Department of Education. In particular, the IBHE is interested in the Partnership's collaborative mission to reform the pre-baccalaureate program for elementary teacher education preparation to include required math, science, and reading endorsements and the induction of highly qualified, content specialized elementary teacher candidates committed to serving the needs of students in high-need Chicago Public Schools.

The IBHE's efforts to reform undergraduate teacher preparation at the state level are in alignment with the values and goals of the Partnership. The IBHE's statutory responsibility to approve all new units of instruction strengthens the Partnership's ability to create significant improvements to teacher preparation coursework. Likewise, as the IBHE, the Illinois State Board of Education, and the Illinois Community College Board establish the Illinois longitudinal data system, this database will enable the Partnership to collaboratively develop means of evaluating the effectiveness of graduating teachers and, subsequently, their program(s) of preparation.

The IBHE looks forward to continuing its support of the Chicago Teachers Pipeline Partnership, as the Partnership provides unprecedented leverage to create teacher preparation reforms that align with state teacher education reforms.

Sincerely,

  
Judy Erwin  
Executive Director

Phone: (217) 782-2551 • Fax: (217) 782-8548 • TTY: (888) 261-2881 • [www.ibhe.org](http://www.ibhe.org)

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# CADE

COUNCIL OF  
CHICAGO AREA  
DEANS OF EDUCATION

Dr. Peggi Zelinko  
Director, Teacher Quality Programs  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Avenue SW, Room 4@306  
Washington, DC 20202-5960

July 16, 2009

Dear Dr. Zelinko,

The Council of Chicago Area Deans of Education (CCADE) is a collaborative working group among the deans of 22 colleges/schools of education serving the Chicago Public Schools and the Chicago metropolitan area. This group meets monthly and holds an annual day-long summit. Our commitment is to constantly improve our ability to prepare and support high quality educators. CCADE has committed to sharing data about our graduates and our programs in order to understand our impact upon the education labor force in our metropolitan area (e.g. numbers of graduates by certification area, number of underserved minority candidates we recruit, retain, and graduate, numbers of high need schools in which our candidates train and/or work). We believe passionately in the responsibility of education schools to train educators who are willing and equipped to serve ALL students, who respect and work with the communities they serve, and who are well equipped to be leaders in the schools in which they work.

At our most recent summit, we discussed how to create better linkages between our teacher preparation curricula and student achievement outcomes, how to ensure strong content preparation for teachers in mathematics and the sciences, and how to recruit and prepare a diverse teaching force committed to and capable of working in diverse settings. We also reaffirmed our commitment to shared research that will improve our ability to serve high need urban schools.

We wish to convey our full support for the Teacher Quality Partnership grant proposal submitted by The University of Illinois at Chicago, in partnership with Loyola University of Chicago, National-Louis University, Northeastern Illinois University, and the Chicago Public Schools (CPS). This grant seeks to transform the undergraduate preparation of elementary teachers across the four institutions, who, together, have contributed a significant proportion of the teaching force in CPS.



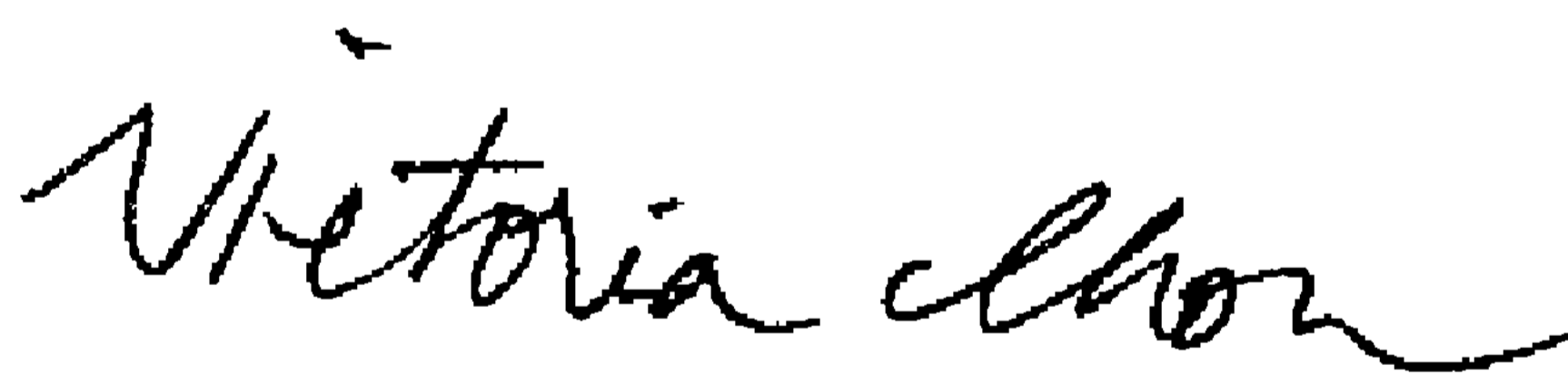
# CADE

COUNCIL OF  
CHICAGO AREA  
DEANS OF EDUCATION

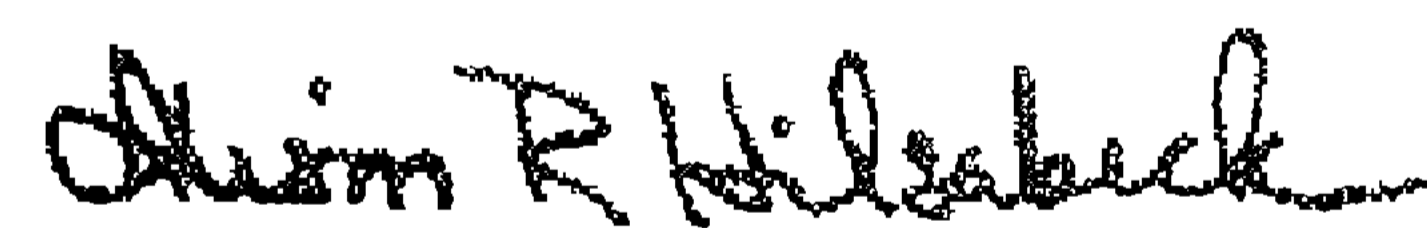
The proposed program allows these institutions to draw upon their unique strengths in order to create a powerful new model that ensures the preparation of elementary and middle level teachers who are equipped with strong backgrounds in mathematics, science, and reading. The program also increases endorsements in areas critical to improving student achievement in high need schools, such as working with English Language Learners. It creates strong field alliances with high need partner schools and commits the institutions to a shared system for measuring outcomes (e.g. impact of candidates and graduates on student achievement, retention in teaching).

As you can see from the description of our most recent deans' summit, these programmatic goals are highly consistent with those of our larger group. The deans of the four institutions represented by the grant proposal (who have each served as chair or co-chair of our group during the past three years) have agreed that the on-going work of the project will be regularly shared across our institutional collaborative and will support our shared research agenda. We believe that the results of the proposed program will inform the work done across our institutional boundaries, enlarging the potential impact of the project.

We support the work put forward in this proposal and eagerly await its launch.



Victoria Chou  
Co-Chair, CCADE  
University of Illinois at Chicago  
College of Education (MC 147)  
1040 W. Harrison  
Chicago, IL 60607  
312-996-5641 (o.)  
312-413-2620 (f.)



Alison Hilsabeck  
Co-Chair, CCADE  
National-Louis University  
National College of Education  
1000 Capitol Drive  
Wheeling, IL 60090  
847-947-5065 (o. & f.)



July 13, 2009

The Honorable Arne Duncan, Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Mr. Secretary:

On behalf of the Chicago New Teacher Center, I am writing to support the proposal submitted by Chicago Public Schools, the University of Illinois at Chicago, Loyola University of Chicago, Northeastern Illinois University, and National-Louis University for the Chicago Teacher Pipeline Partnership (CTPP). We strongly support the partnership's vision of improving teacher preparation for the city of Chicago.

We understand that the partnership depends, in part, on our contract with Chicago Public Schools to provide two years of induction for every new teacher, including all graduates of CTPP who are placed in Chicago Public Schools. Our services include a 2-day new teacher orientation, intensive coaching, workshops, study groups, networking meetings, and an online new teacher network. Additionally, we offer support services for all principals with teachers who are participating in our induction programs.

We thank you for considering this proposal. The Chicago New Teacher Center believes that CTPP will be of great benefit for teaching and learning at Chicago Public Schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Cynthia Brunswick", written in a cursive style.

Cynthia Brunswick, Ed.D  
Director Chicago New Teacher Center

July 21, 2009

Dr. Peggi Zelinko  
Director, Teacher Quality Programs  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington D.C., 20202

Dear Dr. Zelinko:

I am pleased to write in support of the proposal submitted by the Chicago Public Schools (CPS) and four Chicago institutions of higher education to significantly improve their community's pre-baccalaureate offerings in education. The proposed work will strengthen the quality and persistence of incoming teachers in the Chicago public system. CPS has identified increasing the knowledge and skills of teachers as central to their long-term school improvement strategy. Our cities' best bet to improve both the content knowledge and pedagogical capacity of candidates is to have each university preparing teachers collaborate across institutions to learn from what each does best.

I am impressed with the primary strategy to extend the most successful practices from each of the institutions to the others in the partnership. To do this, the deans of the universities will identify the most innovative core curricular work that has been successfully implemented and evaluated at one university, adapt that work as appropriate and then work to instantiate the practice at the partner institutions. In this way, each institution's exemplary practices will become the practices of the larger partnership and, over time, the practices of the field. Chicago has recognized it is time to permanently change and vastly advance teacher preparation in all four institutions and, by doing so, affect thousands of teachers locally over five years.

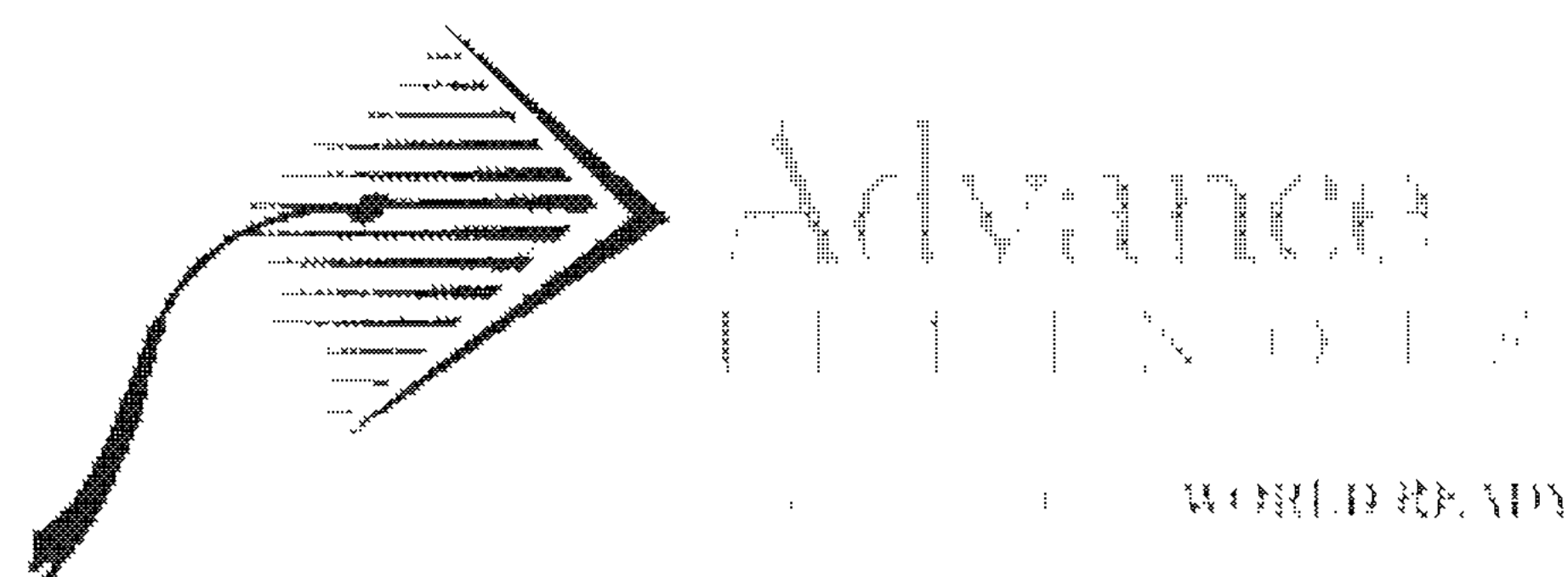
The proposal is also comprehensive in scope covering all the crucial components of teacher preparation programs: recruitment and selection; general and professional education; clinical experiences; and induction, with state-of-the-art assessment underlying the whole enterprise. National-Louis University has taken the lead in the groups focused on literacy, induction, and clinical program transformations—all areas of their recognized strength. University of Illinois at Chicago (UIC), Northeastern Illinois University, and Loyola have each taken on critical and appropriate roles as well.

While working in Chicago I had the opportunity to work closely with some of the National-Louis University leadership associated with this proposal on issues around school reform. My experience is that this team is a dedicated, thorough, and thoughtful set of advocates for improving education for all students and for preparing the best and brightest to succeed as teachers. This grant proposal shows all the institutions' willingness to take on the tough work necessary to make lasting change happen. I congratulate the four deans on their ongoing work to make this partnership genuine and strong. My hope is the Department will see the potential here as well.

Sincerely,

  
Patricia A. Wasley  
Dean and Professor

222 Miller Hall, Box 353600, Seattle, Washington 98195-3600  
206-543-5390; facsimile: 206-685-1713



Victoria Chou, PhD  
Executive Advisor  
Chicago Teacher Pipeline Partnership  
Dean, College of Education  
University of Illinois at Chicago  
1040 W. Harrison  
3<sup>rd</sup> Floor  
Chicago, Illinois 60607

July 14, 2009

Dear Dean Chou:

Advance Illinois enthusiastically supports the request for funding for the Chicago Teacher Pipeline Partnership (CTPP) through the Teacher Quality Partnership federal grants from four Chicago-based universities —The University of Illinois Chicago, Northeastern Illinois University, National Louis University, and Loyola University Chicago— and the Chicago Public Schools (CPS). The CTPP proposes to collaboratively strengthen the recruitment, preparation, and induction of elementary teachers who have strong content knowledge in mathematics, science, and literacy; and who can effectively teach English-language learners and students with special needs. The CTPP proposal needed to address critical areas of teacher shortage in high-need urban schools.

Improving the quality and depth of teacher preparation and induction is a key priority for Advance Illinois and is central to improving student outcomes in the state. CPS has demonstrated a strong dedication to this issue and has a history and practice of working with these partner universities. Past efforts have led to a slow and steady strengthening of the district's teaching pool. (See Illinois Education Research Council reports from 2005 and 2007 showing that Chicago raised the caliber and distribution of its teaching force.) This past performance, combined with the power and potential of having four of the area's major teacher training programs collaborating actively to strengthen their programs in critical ways (entry requirements, clinical experiences, induction and content knowledge), makes this a compelling opportunity for Chicago and its students.

Again, advance Illinois would like to express its full support of the CTPP grant proposal.

Sincerely,

Robin Steans  
Executive Director



Marilyn Stewart  
President

*Affiliations*  
American Federation of Teachers, Illinois Federation of Teachers, American Federation of Labor - Congress of Industrial Organizations, Illinois Federation of Labor - Congress of Industrial Organizations, and Chicago Federation of Labor, Industrial Union Council

July 21, 2009

Peggi Zelinko, Ed.D.  
Director, Teacher Quality Programs  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington D.C., 20202

Dear Dr. Zelinko:

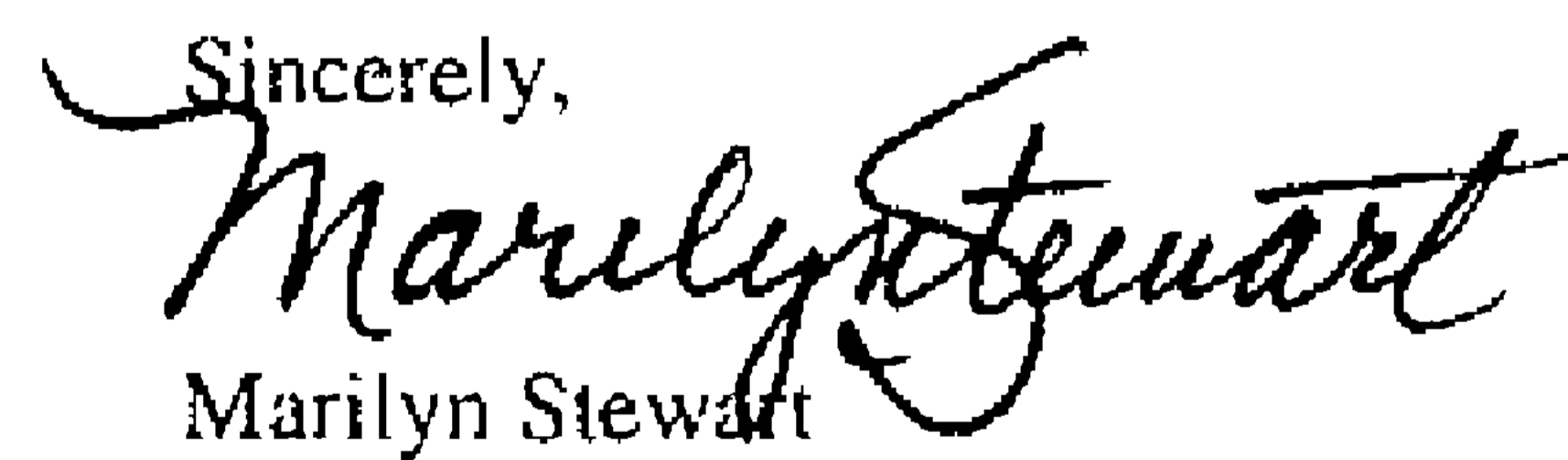
With this letter I am expressing my enthusiastic support for the proposal of four institutions of higher education (IHEs) to strengthen the pre-baccalaureate experience of teachers entering the Chicago public schools. It is important that they approach this challenge through the disciplined guidelines of the Teacher Quality Partnership grants offered by the Department. I know these IHEs well and have high respect for their work. They each have a significant role in supplying quality teachers to our system, and they understand that the requirements of the new century demand that they reinvent themselves regularly.

This proposal will do just that. It is a worthy undertaking. Improving the knowledge and skill sets of these young teachers will give them the stamina and persistence to succeed with youngsters in today's changing Chicago public system. I especially appreciate the fact that these four universities are working together to teach each other what works in their areas of expertise. It offers a rare example of cooperation among colleges of education, and the ultimate purpose is a noble one: to expand opportunities for urban learners.

This proposal shows the public-spirited nature of Chicago's education leadership. This city has long been a laboratory of reform experimentation and innovation. It is in this spirit that the deans of National-Louis University, UIC, Northeastern Illinois University and Loyola University Chicago have come together and offered something quite new. We will only improve teacher preparation quickly and effectively in these critical institutions by cooperative efforts like this one. And, by doing it in this fashion, I am confident this group will affect thousands of teachers over the five years of the grant.

The public and the system are asking for stronger new teacher candidates to put before our children, and this proposal is a comprehensive way to take a major step in that direction. Only with authentic partnerships like this one will we make the large gains we seek in this realm.

I hope it will gain your full consideration.

Sincerely,  
  
Marilyn Stewart  
President, Chicago Teachers Union

MS: oteg-743-dp

# Budget Narrative

## Budget Narrative Attachment Form

Attachment 1:

Title: Pages: **0** Uploaded File: **TQP Budget Narrative Upload1.pdf**

**Chicago Teacher Pipeline Project-University of Illinois at Chicago  
TQP Grant 84.405A**

**BUDGET NARRATIVE**

Please refer to narrative budgets for the University of Illinois at Chicago (UIC), Northeastern Illinois University (NEIU), National Louis University (NLU), Loyola University Chicago (LUC), the Chicago Public Schools (CPS) and the Council of Chicago Area Deans of Education (CCADE) attached to this Budget Narrative.

**PERSONNEL**

The number of personnel devoted to this project is reasonable to implement a project of this size and scope. Key personnel are distributed over the budgets of the applicant (UIC), the three university partners NEIU, NLU, LUC and the Chicago Public Schools as follows.

**Applicant (UIC): Year 1: \$625,224; Year 2: \$655,627; Year 3: \$706,401, Year 4: \$726,867; Year 5: \$747,956**

- UIC will employ the **project director at 100% time**. Administrative responsibilities will consume 50% of her time. She will be responsible for all personnel, budgets, the submission of required reports, subcontracting the IHEs and the Evaluator, chair the Management Team and serve on the Partnership Board. For the remaining 50% of her appointment she will work with the four IHEs to develop and implement a common Teacher Leader Endorsement (Objective 3b) and contribute to the other content development work of the project. The budget also includes funding for **an administrative assistant @ 75% time** to support her. Budgeted **administrative expenses equal 2.9%** of the total funding request, within the 3% limit established for this competition.
- The budget also includes funding **three program managers at 100% time (Content, Assessment, Teacher Pipeline)** at the partnership level to participate on the Management Team, facilitate the work of development/piloting/approval of content across the project; maintain working relationships with CPS, IBHE, and ISBE; schedule and facilitate work groups. Specifically, the Content Manager at 100% time is responsible for accomplishing Objective 1b, 2a, and 2b. The Assessment Manager at 100% time is responsible for accomplishing Objectives 1a and 1c. The Teacher Pipeline Manager/Universities is responsible for Objectives 3a and 3c.
- Additionally, the personnel budget at the partnership level includes funding for two graduate students, **an assessment/evaluation coordinator** to assist with candidate assessment and a **web developer** to facilitate web-based communications among partners and dissemination of product, **both at 50% time**.
- Academic coaching and support for the project's candidates has also been budgeted for nine months each year, one coach at 100% time in Years 1 and 2 and an addition coach at 100% time in Years 3 through 5. These coaches will ensure that the candidates will have the support they will need to meet the increased content knowledge requirements in mathematics, science and literacy and elementary pedagogy.

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- Salaries have been increased 3% per year in line with University budgets and collective-bargaining agreements.

**Subcontract (CPS): Year 1: \$75,000; Year 2: \$78,000; Year 3: \$81,120; Year 4: \$84,365; Year 5: \$87,739**

- This subcontract is comprised of the salary of the **Teacher Pipeline Manager/CPS** at 100% time. This Manager is responsible for the accomplishment of Objectives 2a, 2c, 2d, and 2e. This salary has been increased 4% per year of the grant as required by CPS.

**Subcontract (NEIU): Year 1: \$235,007; Year 2: \$253,704; Year 3: \$292,417; Year 4: \$300,463, Year 5: \$308,759**

**Subcontract (NLU): Year 1: \$217,584; Year 2: \$235,758; Year 3: \$273,933; Year 4: \$281,424; Year 5: \$289,148**

**Subcontract (LUC): Year 1: \$255,263; Year 2: \$274,560; Year 3: \$313,904; Year 4: \$322,601; Year 5: \$**

Personnel costs for the project side of the applicant's budget and for the each of the three partner universities:

- Personnel costs for this work at the university level consist primarily of support for faculty to work together to develop and pilot new curriculum and programs for the preparation of elementary teachers and to follow through with institutional and state authorities to get these improvements approved and implemented across the Elementary Education pre-service programs of the four partner universities. While the costs for personnel vary by institution, the staff structure does not.
- Each university partner has an Elementary Education Coordinator @ 50% time and a Co-Coordinator from the College of Arts & Sciences at 25% to lead the University's work in the project. Curriculum improvements will be developed, piloted, and implemented by seven Work Groups that consist of one faculty member from the College/School of Education at 12.5% time, one faculty member from the College of Arts & Sciences at 12.5% time and a teacher from one of the five partner schools whose stipend is included under Contractual.
- The IHE faculty salaries are budgeted in-load to assure that the work done through this funding is embedded into official workplans and participants are accountable for their assignments. Stipends for additional faculty participation as needed are budgeted at \$1,500 per semester for four faculty members in Year 1 and eight in Years 2 -5.
- Each university sub-contract also includes academic coaching and support for the project's candidates has also been budgeted for nine months each year, one coach at 100% time in Years 1 and 2 and an additional coach at 100% time in Years 3 through 5. These coaches will ensure that the candidates will have the support they will need to meet the increased content knowledge requirements in mathematics, science and literacy and elementary pedagogy.



**Chicago Teacher Pipeline Project-University of Illinois at Chicago  
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**Subcontract (CCADE): Years 1-5: \$151,211**

- This subcontract includes two program associates at 80% time and a data manager at 50% from CCADE each year who will be assisting the Evaluator.

**FRINGE BENEFITS**

**Applicant (UIC): Year 1: \$180,659; Year 2: \$211,305; Year 3: \$236,978; Year 4: \$243,826; Year 5: \$250,882**

- Budgeted benefits for employees of UIC are calculated at the rate of 31.10% of total salaries in Year 1, 34.66% of salaries in Year 2, and 35.96% of salaries in Years 3 through 5. Benefits for graduate students are calculated at 2.38% in Year 1, 2.43% in Year 2, and 2.49% in Years 3 through 5. Graduate student compensation also includes tuition remission as discussed later in the budget.

**Subcontract (NEIU): Year 1:\$57,359; Year 2: \$59,859; Year 3: \$79,626; Year 4: \$81,933; Year 5: \$84,312**

- Budgeted benefits for employees of NEIU are health insurance (at \$1,518 per month x the percentage of appointment on the grant), state retirement (at 9.73% of salaries), Medicare (at 1.45% of salaries), life insurance (at \$20 per month per employee regardless of percentage of appointment).

**Subcontract (NLU): Year 1:\$57,660; Year 2: \$62,476; Year 3: \$72,592; Year 4: \$74,577; Year 5: \$76,624**

- Budgeted benefits for employees of NLU are calculated at the rate of 26.50% of total salaries. This covers health benefits, retirement contributions and medicare.

**Subcontract (LUC): Year 1:\$55,424; Year 2: \$59,543; Year 3: \$68,625; Year 4: \$70,532; Year 5: \$72,496**

- Budgeted benefits for employees of LUC are at the rate of 21.10% of total salaries. This covers health benefits, retirement contributions and medicare.

**Subcontract (CPS): Year 1: \$24,750; Year 2: \$25,740; Year 3: \$26,770; Year 4: \$27,840; Year 5: \$28,954**

- Budgeted benefits for employees of CPS are at the rate 33% of total salaries. This covers health benefits, retirement contributions as required by the State Retirement System and medicare.

**Subcontract CCADE): Years 1-5: \$45,363**

- Budgeted benefits for employees of CCADE are at the rates established for employees of UIC.

**TRAVEL**

**Applicant (UIC): \$10,100 per year for 5 years**

- Local travel is budgeted at the state rate of \$0.55 per mile for 1000 miles to accommodate weekly travel for the Project Director among the partner institutions and schools.

**Chicago Teacher Pipeline Project-University of Illinois at Chicago  
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- Travel for the Project Director to attend the yearly project director's meeting in Washington, DC has been budgeted at \$1,500. This would include economy airfare between Chicago and Washington, one night's lodging, and two days expenses at the state per diem rate of \$40.

**Subcontract (NEIU): \$8,050 per year for 5 years**

**Subcontract (NLU): \$8,050 per year for 5 years**

**Subcontract (LUC): \$8,050 per year for 5 years**

- In the sub-contracts for partner universities, local travel is budgeted at the state rate of \$0.55 per mile for 1000 miles to accommodate weekly travel for the project staff.
- Travel for the one representative of each university partner to attend the yearly project director's meetings with the Project Director and Evaluator in Washington, D.C. has been budgeted at \$1,500. This is sufficient to include economy airfare between Chicago and Washington, one night's lodging, and two days expenses at each institution's per diem rate.
- In addition, the Travel budget includes travel to conferences each year for four faculty members and other participants from each of the four partner universities each year. This travel is important to the conduct of this project as it provides opportunities for face-to-face meetings with researchers and practitioners doing similar work as well as opportunities to disseminate the work of this project.

**SUPPLIES**

**Applicant (UIC): Years 1: \$75,930; Year 2: \$63,430; Year 3: \$63,430; Year 4: \$77,430;  
Year 5: \$63,430**

The supply budget at the partnership level includes the following:

- Professional development materials for the Charlotte Danielson Assessment protocols at \$10,000 per year. These materials will be used to train all of the faculty participants in this project in the CPS district-required assessment protocols to permit them to be included in the curriculum that is being developed by the project as well as to prepare the candidates in the various cohorts to work in Chicago public schools.
- References, publications and research materials to support the development of the various strands of the project have been budgeted at \$10,000 per year.

Materials and supplies for the various cross-project meetings have been budgeted as follows:

- \$6,400 for the two project-wide Summits each year at \$40 per person for each daylong meeting of 80 participants that includes consumables such as binders, exhibits, printed materials, and meals.
- \$1,350 for the monthly meetings of the Council of Principal Investigators (the Education Deans, the CPS Acting Deputy CEO of Human capital, the Program Officer from The Chicago Community Trust, and key staff) at \$15 per person for printed materials and other consumable supplies.

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- \$4,500 in Year 1 and \$6,000 per year in Years 2 through 5 for meetings of the Cross-Institutional Workgroups at \$25 per person per meeting for printed materials and other consumables.
- \$2,400 per year for consumable supplies for 20 workgroup sessions (10 per semester) for each of the seven workgroups.
- \$15,000 per year for consumable supplies for 5 teachers from each of UIC's five partner schools for 15 professional development sessions at \$40 per person. This includes all books and other supplies that relate to professional development in mathematics, science, reading, assessment, and teacher leadership.

This category also includes:

- \$14,000 for laptops and other technology for five key staff and the Co-Coordinators in Years 1 and 4. This technology is essential to the conduct of the project's research, communications, and writing tasks.
- \$1,200 per year in office supplies for the project at \$100 per month.

**Subcontract (NEIU): Year 1: \$32,000; Year 2: \$28,000; Year 3: \$28,000; Year 4: \$32,000; Year 5: \$28,000**

**Subcontract (NLU): Year 1: \$32,000; Year 2: \$28,000; Year 3: \$28,000; Year 4: \$32,000; Year 5: \$28,000**

**Subcontract (LUC): Year 1: \$32,600; Year 2: \$29,800; Year 3: \$29,800; Year 4: \$32,800; Year 5: \$29,800**

The Supplies line for the sub-contract for each of the partner universities includes:

- References, publications and research materials to support the development of the various strands of the project have been budgeted at \$10,000 per year.
- \$2,400 per year for consumable supplies for 20 workgroup sessions (10 per semester) for each of the seven workgroups.
- \$15,000 per year for consumable supplies for 5 teachers from each university's five partner schools for 15 professional development sessions at \$40 per person. This includes all books and other supplies that relate to professional development in mathematics, science, reading, assessment, and teacher leadership.

This category also includes:

- \$4,000 for laptops and other technology for the Co-Coordinators from NEIU, NLU and LUC in Years 1 and 4. This technology is essential to the conduct of the project's research, communications, and writing tasks.
- \$600 per year in office supplies for the project at \$50 per month for NEIU and NLU; \$1,200 per year (\$100 per month) in Year 1 and \$2,400 (\$200 per month) in Years 2 through 5 for LUC.

**CONTRACTUAL SERVICES**

**Applicant (UIC): Year 1: \$1,961,511; Year 2: \$2,076,723; Year 3: \$2,276,188; Year 4: \$2,296,410; Year 5: \$2,321,899**

There are six primary subcontracts in this budget: the Evaluator, the Council of Chicago Area Deans of Education (CCADE), the three partner universities (NEIU, NLU, LUC), CPS.

**Chicago Teacher Pipeline Project-University of Illinois at Chicago  
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**Subcontract (Evaluator): Years 1-5: \$200,000/yr**

**Subcontract (CCADE): Years 1-5: \$200,000/yr**

**Evaluation:**

- \$200,000 per year has been budgeted for the sub-contract with the Evaluator, Dr. Rebekah Levin. She will be responsible for developing and implementing the evaluation design described in the narrative.
- Working with her will be two program associates at 80% time and a data manager at 50% from CCADE, budgeted at \$200,000 per year.
- These investments in evaluation total 12% of the budget. This is entirely appropriate for a project of this size and scope, transforming four pre-service elementary education programs: bringing the programs in line with local, state and federal priorities; increasing the quality of the teachers all four institutions are providing to the district; as well as increasing the numbers of teachers from underrepresented groups in Chicago schools.

**Subcontract (NEIU): Year 1: \$441,953; Year 2: \$473,659; Year 3: \$541,137; Year 4: \$556,034; Year 5: \$563, 243**

**Subcontract (NLU): Year 1:\$423,462; Year 2: \$457,102; Year 3: \$513,578; Year 4: \$527,527; Year 5: \$533,760**

**Subcontract (LUC): Year 1:\$462,388; Year 2: \$502,107; Year 3: \$554,406; Year 4: \$569, 574; Year 5: \$577,050**

- These subcontracts support the transformation of the pre-service elementary education programs at the three universities. The specific expenses are described within the general discussions of the major budget categories above and below.

**Subcontract (CPS): Year 1:\$101,595; Year 2: \$105,689; Year 3: \$109,886; Year 4: \$114,281; Year 5: \$118,852**

- The subcontract with CPS consists of the salary and benefits of the Teacher Pipeline Manager/CPS and appropriate indirect costs as discussed above and below.

**ADDITIONAL CONTRACTUAL SERVICES:**

**Partnership Budget (UIC): Year 1: \$97,640; Year 2: \$115,040; Years 3-5: 114, 480**

**Subcontract (NEIU): Year 1:\$86,740; Year 2: \$96,740; Years 3-5: \$96,180/yr.**

**Subcontract (NLU): Year 1:\$86,740; Year 2: \$96,740; Years 3-5: \$96,180/yr**

**Subcontract (LUC): Year 1:\$66,140; Year 2: \$72,140; Years 3-5: \$71,580/yr**

- In the partnership budget as well as the university subcontracts, significant funds are budgeted for the various tests, which will be used during the recruitment and preparation of the project's cohorts of candidates. Each candidate will be assessed at least three times during the project as described by the chart below. Each of the tests will be provided and scored by the test developer. The four universities will be responsible for administering the tests for their own students, which is the reason for distributing these costs across the individual budgets. The number of candidates tested is based on a 90% retention rate in the cohorts across the project.

**Chicago Teacher Pipeline Project-University of Illinois at Chicago  
TQP Grant 84.405A**

<b>Time</b>	<b>Instrument</b>	<b>Cost per Candidate</b>
Recruitment	<ul style="list-style-type: none"> <li>Modified Haberman Star Teacher Pre-Screener</li> </ul>	<ul style="list-style-type: none"> <li>\$20</li> </ul>
Entering the Elementary Education Sequence as a Junior	<ul style="list-style-type: none"> <li>Praxis I: Pre-professional skills</li> <li>Praxis II: Subject Tests</li> </ul>	<ul style="list-style-type: none"> <li>\$120</li> <li>\$160</li> </ul>
Before graduation	<ul style="list-style-type: none"> <li>Praxis II: Subject Tests</li> </ul>	<ul style="list-style-type: none"> <li>\$160</li> </ul>

- A total of five days of consulting services has been budgeted at each of the four universities, three days per year at \$1,500 per day to support the integration of the Charlotte Danielson protocols into the elementary education curriculum, and two days per year for content area consultants
- In each university budget, \$15,000 in Year 1 and \$21,000 in Years 2 through 5 is set aside for teacher stipends at the rate of \$1,500 per semester. This will support the participation of individual teachers from partner schools in the seven workgroups at each university.
- In each university budget, \$50,000 per year has been allocated for teacher professional development at the partner schools. This professional development will support the priorities of CPS and build teaching communities that reflect the project's goals and objectives in each of the schools in fulfillment of Goal 3 of the project. It is essential for the candidates being prepared through this project to encounter excellent teaching, high levels of content knowledge and strong teacher leaders during all of their field experiences.
- Copying and printing are also included at the rate of \$300 per month for the 60 months of the project for the partnership as well for NEIU and NLU.

**OTHER**

**Applicant (UIC): Years 1-5: \$3,700/yr.**

- This budget consists of \$1,500 for communications (telephone, fax, email) and \$1,500 in postage each year at the partnership level and \$500 for communications and \$200 for postage at the project level.

**Subcontract (NEIU): Years 1-5: \$700/yr.**

**Subcontract (NLU): Years 1-5: \$700/yr.**

- These subcontracts include \$500 for communications (telephone, fax, email) and \$200 in postage for each year.

**Subcontract (LUC): Years 1-5: \$4,300/yr.**

- This subcontract includes \$500 for communications (telephone, fax, email) and \$200 in postage as well as \$3,600 for copying/printing per year.

**Chicago Teacher Pipeline Project-University of Illinois at Chicago  
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**TUITION REMISSION**

**Applicant (UIC): Year 1: \$16,800; Year 2: \$17,304; Year 3: \$17,823; Year 4: \$18,358;  
Year 5: \$18,909**

- This tuition remission is part of the compensation for the two graduate assistants described above, the assessment/evaluation coordinator and the web developer.

**INDIRECT COSTS @ 8% of Modified Total Direct Costs**

**Applicant (UIC): Year 1: \$90,340; Year 2: \$96,736; Year 3: \$102,807; Year 4: \$104,992;  
Year 5: \$107,244**

The Indirect Costs for UIC have been calculated at 8% of Total Direct Costs except:

- In Year 1, Total Direct Costs was reduced by all but \$25,000 of each subcontract over that amount and \$14,000 for supplies costing more than \$500 (laptops).
- In Year 4, Total Direct costs were reduced again by \$14,000 for supplies costing more than \$500 (laptops).

**Subcontract (NEIU): Year 1: \$33,588; Year 2: \$35,764; Year 3: \$40,398; Year 4: \$41,546;  
Year 5: \$42,080**

**Subcontract (NLU): Year 1: \$32,219; Year 2: \$34,538; Year 3: \$38,356; Year 4: \$39,434;  
Year 5: \$39,896**

**Subcontract (LUC): Year 1: \$35,102; Year 2: \$37,551; Year 3: \$41,381; Year 4: \$42,549;  
Year 5: \$43,103**

- Indirect Costs were budgeted at the rate of 8% of Total Indirect Costs for each of these subcontracts.

**Subcontract (CPS): Year 1: \$1,845; Year 2: \$1,919; Year 3: \$1,996; Year 4: \$2,076;  
Year 5: \$ 2,159**

- Indirect Costs were budgeted at the State rate of 1.85% of Total Direct Costs for this subcontract.

**Subcontract (CCADE): Years 1-5: \$3,426/yr.**

- No Indirect Costs were budgeted for this subcontract.

For further details, please refer to the attached descriptive budgets, including a description of the projected cost sharing.

University of Illinois at Chicago Partnership Budget  
 Chicago Teacher Pipeline Partnership (CTPP)  
 October 1, 2009 to September 30, 2014

						Year 1	Year 2	Year 3	Year 4	Year 5	Total by Category	% of Total	
<b>Personnel:</b>													
<b>CTPI Partnership Staff</b>													
							(+3%)	(+3%)	(+3%)	(+3%)			
Project Director,G. Reynolds	100%	x	(b) per month	x	12 months	(b)(6)							
Content Manager	100%	x	(6) per month	x	12 months								
Assessment Manager	100%	x	(6) per month	x	12 months								
Teacher Pipeline Manager/Universities	100%	x	(6) per month	x	12 months								
Administrative Assistant	60%	x	(6) per month	x	12 months								
<b>UIC CTPI University Staff</b>													
COE CTPP Coordinator	50%	x	(6) per month (in load)	x	12 months								
COE Faculty/Math Methods	12.5%	x	(6) per month (in load)	x	9 months								
COE Faculty/Science Methods	12.5%	x	(6) per month (in load)	x	9 months								
COE Faculty/Literacy	12.5%	x	(6) per month (in load)	x	9 months								
COE Faculty/ELL	12.5%	x	(6) per month (in load)	x	9 months								
COE Faculty/SPED	12.5%	x	(6) per month (in load)	x	9 months								
COE Faculty /Assessment	12.5%	x	(6) per month (in load)	x	9 months								
COE Faculty/Clinical	12.5%	x	(6) per month (in load)	x	9 months								
COE Faculty/Recruitment	12.5%	x	(6) per month (in load)	x	9 months								
CAS Co-Coordinator	25%	x	(6) per month (in load)	x	12 months								
CAS Faculty/Math Content	12.5%	x	(6) per month (in load)	x	9 months								
CAS Faculty/Science Content	12.5%	x	(6) per month (in load)	x	9 months								
CAS Faculty/Literacy	12.5%	x	(6) per month (in load)	x	9 months								
CAS Faculty/ELL	12.5%	x	(6) per month (in load)	x	9 months								
CAS Faculty/Recruitment	12.5%	x	(6) per month (in load)	x	9 months								
Academic Coach (Year 1-5)	100%	x	(6) per month (in load)	x	9 months								
Academic Coach (Years 3-5)	100%	x	(6) per month (in load)	x	9 months								
Program Assistant	60%	x	(6) per month (in load)	x	9 months								
Other Faculty Stipends for Periodic Work Group Participation Administered by the ELED Coordinator													
4 faculty in Year 1	4	x	(6) per (grant exclusion)	x	2 semesters								
8 faculty in Year 2-5	8	x	(6) per (grant exclusion)	x	2 semesters								
Assessment/Evaluation Coordinator(ra's)	50%	x	(6) per month	x	12 months								
Web Developer(ra's)	50%	x	(6) per month	x	12 months								
<b>Sub-Total</b>											(b)(6)		
<b>Fringe Benefits:</b>													
Benefits for Salaried Professionals-partnership	31.10%	x	Salaries year 1			179,517							

**University of Illinois at Chicago Partnership Budget  
Chicago Teacher Pipeline Partnership (CTPP)  
October 1, 2009 to September 30, 2014**

	Year 1	Year 2	Year 3	Year 4	Year 5	Total by Category	% of Total
Benefits for Salaried Professionals-partnership		210,104					
Benefits for Salaried Professionals-partnership			235,710	242,520	249,537		
Benefits for Salaried Professionals-partnership	1,142	0	0	0	0		
Benefits for Graduate Students-partnership	0	1,201	0	0	0		
Benefits for Graduate Students-partnership	0	0	1,268	1,306	1,345		
Benefits for Graduate Students-partnership							
<b>Sub-Total</b>	<b>180,659</b>	<b>211,305</b>	<b>236,978</b>	<b>243,826</b>	<b>250,882</b>	<b>1,123,650</b>	<b>6.8%</b>
<b>Travel:</b>							
Local Travel	550	550	550	550	550		
Required Travel	1,500	1,500	1,500	1,500	1,500		
<b>Travel:</b>							
Local Travel	550	550	550	550	550		
Required Travel	1,500	1,500	1,500	1,500	1,500		
Conference Travel	6,000	6,000	6,000	6,000	6,000		
<b>Sub-Total</b>	<b>10,100</b>	<b>10,100</b>	<b>10,100</b>	<b>10,100</b>	<b>10,100</b>	<b>50,500</b>	<b>0.3%</b>
<b>Supplies</b>							
Professional Development Materials:	10,000	10,000	10,000	10,000	10,000		
Charlotte Danielson Assessment							
Reference/Publications and Research Materials	10,000	10,000	10,000	10,000	10,000		
Project-wide Summits (Fall/Spring)	6,400	6,400	6,400	6,400	6,400		
Council of Principal Investigators Meetings (monthly)	1,350	1,350	1,350	1,350	1,350		
Management Team Meetings (2/month)	1,080	1,080	1,080	1,080	1,080		
Cross-Institutional Work Session (3/year for each of 3 Groups)-Year 1	4,500						
Cross-Institutional Work Session (3/year for each of 4 Groups)-Years 2-5		6,000	6,000	6,000	6,000		
Sessions of the 7 Institutional Work Groups (10/semester)	2,400	2,400	2,400	2,400	2,400		
Professional Development for cooperating and mentor teachers	15,000	15,000	15,000	15,000	15,000		
Technology (laptops for CTPI)	14,000			14,000			
Office Supplies	1,200	1,200	1,200	1,200	1,200		
References/Publications and Research Materials	10,000	10,000	10,000	10,000	10,000		
<b>Contractual Services:</b>							
<b>Sub-Total</b>	<b>75,930</b>	<b>63,430</b>	<b>63,430</b>	<b>77,430</b>	<b>63,430</b>	<b>343,650</b>	<b>2.1%</b>



**University of Illinois at Chicago Partnership Budget  
Chicago Teacher Pipeline Partnership (CTPP)  
October 1, 2009 to September 30, 2014**

					Year 1	Year 2	Year 3	Year 4	Year 5	Total by Category	% of Total
External Evaluator: R. Levin					(b)(6)						
Chicago Public Schools					101,595	105,659	109,886	114,281	118,852		
Loyola University Chicago					473,879	506,945	588,640	574,412	581,888		
National Louis University					434,953	466,262	517,811	532,365	538,598		
Northeastern Illinois University					453,444	482,817	545,371	560,872	568,081		
Council of Chicago Area Deans of Education (CCADE)					200,000	200,000	200,000	200,000	200,000		
Content/Pedagogy Specialist/Consultants for Projectwide Summits & Cross Institutional Work Groups	\$1,500 per day		x	3 days	4,500	4,500	4,500	4,500	4,500		
Copying/printing: CTPI	\$200		x	12 months	2,400	2,400	2,400	2,400	2,400		
Haberman Star Teacher Pre-Screener (for Pre-Service Recruits)-entering Freshmen &	\$20 per interview		x	40 students	800	800	800	800	800		
Haberman Star Teacher Pre-Screener (for Pre-Service Recruits)-entering Juniors	\$20 per interview		x	28 students	560	560					
Praxis I: Pre-Professional Skills Test (for Pre-Service Recruits)-entering Juniors	\$120 3 tests		x	40 students	4,800	4,800	4,800	4,800	4,800		
Praxis II: Subject Tests (Elementary Education: Content & Curriculum, Instruction, and Assessment)-entering Juniors	\$160 2 tests		x	28 students	4,480	4,480	4,480	4,480	4,480		
Praxis II: Subject Tests (Elementary Education: Content & Curriculum, Instruction, and Assessment)-before graduation	\$160 2 tests		x	25 students	4,000	4,000	4,000	4,000	4,000		
Consulting re: Induction: Charlotte Danielson Group	(b)(6)										
Content/Pedagogy Specialist/Consultants for Institutional Work Groups	\$1,500 per day		x	2 days	3,000	3,000	3,000	3,000	3,000		
Teacher Stipends for Work Group Participation											
5 teachers in Year 1	5 x \$1,500 per semester		x	2 semesters	15,000						
7 teachers in Years 2-5	7 x \$1,500 per semester		x	2 semesters		21,000	21,000	21,000	21,000		
Teacher Professional Development for 5 or more teachers per year from 5 partner schools	\$2,000 per teacher		x	25 teachers	50,000	50,000	50,000	50,000	50,000		
Copying/printing: University Partner	\$300 per month		x	12 months	3,600	15,000	15,000	15,000	15,000		
<b>Sub-Total</b>					<b>1,961,511</b>	<b>2,076,723</b>	<b>2,276,188</b>	<b>2,296,410</b>	<b>2,321,899</b>	<b>10,932,731</b>	<b>66.3%</b>
<b>Other</b>											

University of Illinois at Chicago Partnership Budget  
 Chicago Teacher Pipeline Partnership (CTPP)  
 October 1, 2009 to September 30, 2014

	Year 1	Year 2	Year 3	Year 4	Year 5	Total by Category	% of Total
Communications	1,500	1,500	1,500	1,500	1,500		
Postage	1,500	1,500	1,500	1,500	1,500		
Communications	500	500	500	500	500		
Postage	200	200	200	200	200		
<b>Sub-Total</b>	<b>3,700</b>	<b>3,700</b>	<b>3,700</b>	<b>3,700</b>	<b>3,700</b>	<b>18,500</b>	<b>0.1%</b>
<b>Tuition Remission</b>	<b>20,160</b>	<b>20,765</b>	<b>21,388</b>	<b>22,030</b>	<b>22,691</b>	<b>107,034</b>	
<b>Total Direct Costs</b>	<b>2,877,284</b>	<b>3,041,650</b>	<b>3,318,185</b>	<b>3,380,363</b>	<b>3,420,658</b>	<b>16,038,139</b>	<b>97.2%</b>
<b>Indirect Costs</b>							
	<b>90,340</b>	<b>84,736</b>	<b>90,807</b>	<b>92,992</b>	<b>95,244</b>	<b>454,119</b>	<b>2.8%</b>
<b>Training Stipends</b>							
<b>Total Costs</b>	<b>2,967,624</b>	<b>3,126,386</b>	<b>3,408,992</b>	<b>3,473,355</b>	<b>3,515,902</b>	<b>16,492,258</b>	<b>100.0%</b>
	18.0%	19.0%	20.7%	21.1%	21.3%	100.0%	

42% of Total Direct Costs (only on 1st \$25,000 on subcontracts)

8%

Northeastern Illinois University Project Budget  
Chicago Teacher Pipeline Partnership (CTPP)  
October 1, 2009 to September 30, 2014

	Year 1	Year 2	Year 3	Year 4	Year 5	Total by Category	% of Total
<b>1 Personnel:</b>							
<b>CTPI University Staff</b>		(+ 3%)	(+ 3%)	(+ 3%)	(+ 3%)		
COE CTPP Coordinator, J. Yturriago	(b)(6)	(b)(6)	(b)(6)	(b)(6)	(b)(6)		
COE Faculty/Science Methods	8,750	9,013	9,283	9,561	9,848		
COE Faculty/Literacy	8,750	9,013	9,283	9,561	9,848		
COE Faculty/ELL	8,750	9,013	9,283	9,561	9,848		
COE Faculty/SPED	8,750	9,013	9,283	9,561	9,848		
COE Faculty /Assessment	8,750	9,013	9,283	9,561	9,848		
COE Faculty/Clinical	8,750	9,013	9,283	9,561	9,848		
COE Faculty/Recruitment	8,750	9,013	9,283	9,561	9,848		
CAS Co-Coordinator, L.Berlin	(b)(6)	(b)(6)	(b)(6)	(b)(6)	(b)(6)		
CAS Faculty/Math Content	8,750	9,013	9,283	9,561	9,848		
CAS Faculty/Science Content	8,750	9,013	9,283	9,561	9,848		
CAS Faculty/Literacy	8,750	9,013	9,283	9,561	9,848		
CAS Faculty/ELL	8,750	9,013	9,283	9,561	9,848		
CAS Faculty/Recruitment	8,750	9,013	9,283	9,561	9,848		
Academic Coach (Year 1-5)	30,000	30,900	31,827	32,782	33,765		
Academic Coach (Years 3-5)			31,827	32,782	33,765		
Program Assistant	31,560	32,507	33,482	34,486	35,521		
Other Faculty Stipends for Periodic Work Group Participation Administered by the ELED Coordinator							
4 faculty in Year 1	12,000						
8 faculty in Year 2-5		24,000	24,000	24,000	24,000		
<b>Sub-Total</b>	<b>235,007</b>	<b>253,704</b>	<b>292,417</b>	<b>300,463</b>	<b>308,759</b>	<b>1,390,350</b>	<b>53.3%</b>
<b>2 Fringe Benefits:</b>							
Benefits for Salaried Professionals							
Health Benefits Yrs 1 & 2	34,155	35,180					
Health Benefits Yrs 3-5			50,729	52,251	53,819		
SURS	18,628	19,187	22,859	23,544	24,251		
Medicare	3,234	2,809	3,355	3,455	3,559		
Benefits for Stipended Faculty/retirement & medicare only-university	1,342	2,683	2,683	2,683	2,683		
<b>Sub-Total</b>	<b>57,359</b>	<b>59,859</b>	<b>79,626</b>	<b>81,933</b>	<b>84,312</b>	<b>363,089</b>	<b>13.9%</b>
<b>3 Travel:</b>							
Local Travel	550	550	550	550	550		
Required Travel	1,500	1,500	1,500	1,500	1,500		
Conference Travel	6,000	6,000	6,000	6,000	6,000		
<b>Sub-Total</b>	<b>8,050</b>	<b>8,050</b>	<b>8,050</b>	<b>8,050</b>	<b>8,050</b>	<b>40,250</b>	<b>1.5%</b>
<b>5 Supplies</b>							
Reference/Publications and Research Materials	10,000	10,000	10,000	10,000	10,000		
Institutional Work Group Sessions (10/semester)	2,400	2,400	2,400	2,400	2,400		
Professional Development for cooperating and mentor teachers	15,000	15,000	15,000	15,000	15,000		
Technology (laptops for CTPI)	4,000			4,000			
Office Supplies	600	600	600	600	600		
<b>Sub-Total</b>	<b>32,000</b>	<b>28,000</b>	<b>28,000</b>	<b>32,000</b>	<b>28,000</b>	<b>148,000</b>	<b>5.7%</b>
<b>6 Contractual Services:</b>							
Haberman Star Teacher Pre-Screener (for Pre-Service Recruits)-entering Freshmen & Juniors	800	800	800	800	800		
Haberman Star Teacher Pre-Screener (for Pre-Service Recruits)-entering Juniors	560	560					

**Northeastern Illinois University Project Budget  
Chicago Teacher Pipeline Partnership (CTPP)  
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	Year 1	Year 2	Year 3	Year 4	Year 5	Total by Category	% of Total
Praxis I: Pre-Professional Skills Test (for Pre-Service Recruits)-entering Juniors	4,800	4,800	4,800	4,800	4,800		
Praxis II: Subject Tests (Elementary Education: Content & Curriculum, Instruction, and Assessment)-entering Juniors	4,480	4,480	4,480	4,480	4,480		
Praxis II: Subject Tests (Elementary Education: Content & Curriculum, Instruction, and Assessment)-before graduation		4,000	4,000	4,000	4,000		
Consulting re: Induction: Charlotte Danielson Group	4,500	4,500	4,500	4,500	4,500		
Content/Pedagogy Specialist/Consultants for Institutional Work Groups	3,000	3,000	3,000	3,000	3,000		
Teacher Stipends for Work Group Participation							
5 teachers in Year 1	15,000						
7 teachers in Years 2-5		21,000	21,000	21,000	21,000		
Teacher Professional Development for 5 or more teachers per year from 5 partner schools	50,000	50,000	50,000	50,000	50,000		
Copying/printing: University Partner	3,600	3,600	3,600	3,600	3,600		
<b>Sub-Total</b>	<b>86,740</b>	<b>96,740</b>	<b>96,180</b>	<b>96,180</b>	<b>96,180</b>	<b>472,020</b>	<b>18.1%</b>
<b>8 Other</b>							
Communications	500	500	500	500	500		
Postage	200	200	200	200	200		
<b>Sub-Total</b>	<b>700</b>	<b>700</b>	<b>700</b>	<b>700</b>	<b>700</b>	<b>3,500</b>	<b>0.1%</b>
<b>9 Total Direct Costs</b>	<b>419,856</b>	<b>447,053</b>	<b>504,973</b>	<b>519,326</b>	<b>526,001</b>	<b>2,417,209</b>	<b>92.6%</b>
<b>10 Indirect Costs</b>							
8% of Total Direct Costs							
<b>Sub-Total</b>	<b>33,588</b>	<b>35,764</b>	<b>40,398</b>	<b>41,546</b>	<b>42,080</b>	<b>193,376</b>	<b>7.4%</b>
<b>11 Training Stipends</b>							
<b>12 Total Costs</b>	<b>453,444</b>	<b>482,817</b>	<b>545,371</b>	<b>560,872</b>	<b>568,081</b>	<b>2,610,585</b>	<b>100.0%</b>
	17.4%	18.5%	20.9%	21.5%	21.8%	100.0%	

National Louis University Project Budget  
Chicago Teacher Pipeline Partnership (CTPP)  
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1 Personnel:

	Year 1	Year 2	Year 3	Year 4	Year 5	Total by Category	% of Total
<b>UIC CTPI University Staff</b>							
CTPP ELED Coordinator	24,356	25,087	25,840	26,615	27,413	1,297,847	52.1%
COE Faculty/Math Methods	8,750	9,013	9,283	9,561	9,848		
COE Faculty/Science Methods	8,750	9,013	9,283	9,561	9,848		
COE Faculty/Literacy	8,750	9,013	9,283	9,561	9,848		
COE Faculty/ELL	8,750	9,013	9,283	9,561	9,848		
COE Faculty/SPED	8,750	9,013	9,283	9,561	9,848		
COE Faculty /Assessment	8,750	9,013	9,283	9,561	9,848		
COE Faculty/Clinical	8,750	9,013	9,283	9,561	9,848		
COE Faculty/Recruitment	8,750	9,013	9,283	9,561	9,848		
CTPP CAS Co-Coordinator	13,808	14,222	14,649	15,088	15,541		
CAS Faculty/Math Content	8,750	9,013	9,283	9,561	9,848		
CAS Faculty/Science Content	8,750	9,013	9,283	9,561	9,848		
CAS Faculty/Literacy	8,750	9,013	9,283	9,561	9,848		
CAS Faculty/ELL	8,750	9,013	9,283	9,561	9,848		
CAS Faculty/Recruitment	8,750	9,013	9,283	9,561	9,848		
Academic Coach (Year 1-5)	30,000	30,900	31,827	32,782	33,765		
Academic Coach (Years 3-5)			31,827	32,782	33,765		
Program Assistant	23,670	24,380	25,111	25,864	26,640		
Other Faculty Stipends for Periodis Work Group Participation Administered by the ELED Coordinator							
4 faculty in Year 1	12,000						
8 faculty in Year 2-5		24,000	24,000	24,000	24,000		
<b>Sub-Total</b>	<b>217,584</b>	<b>235,758</b>	<b>273,933</b>	<b>281,424</b>	<b>289,148</b>	<b>1,297,847</b>	<b>52.1%</b>
<b>2 Fringe Benefits:</b>							
Benefits for Salaried Professionals-university	57,660	62,476	72,592	74,577	76,624		
<b>Sub-Total</b>	<b>57,660</b>	<b>62,476</b>	<b>72,592</b>	<b>74,577</b>	<b>76,624</b>	<b>343,929</b>	<b>13.8%</b>
<b>3 Travel:</b>							
Local Travel	550	550	550	550	550		
Required Travel	1,500	1,500	1,500	1,500	1,500		
Conference Travel	6,000	6,000	6,000	6,000	6,000		
<b>Sub-Total</b>	<b>8,050</b>	<b>8,050</b>	<b>8,050</b>	<b>8,050</b>	<b>8,050</b>	<b>40,250</b>	<b>1.6%</b>
<b>5 Supplies</b>							
Reference/Publications and Research Materials	10,000	10,000	10,000	10,000	10,000		
Institutional Work Group Sessions (10/semester)	2,400	2,400	2,400	2,400	2,400		
Professional Development for cooperating and mentor teachers	15,000	15,000	15,000	15,000	15,000		
Technology (laptops for CTPI)	4,000	4,000	4,000	4,000	4,000		
Office Supplies	600	600	600	600	600		
<b>Sub-Total</b>	<b>32,000</b>	<b>28,000</b>	<b>28,000</b>	<b>32,000</b>	<b>28,000</b>	<b>148,000</b>	<b>5.9%</b>
<b>6 Contractual Services:</b>							
Haberman Star Teacher Pre-Screener (for Pre-Service Recruits)-entering Freshmen & Juniors	800	800	800	800	800		
Haberman Star Teacher Pre-Screener (for Pre-Service Recruits)-entering Juniors	560	560					

**National Louis University Project Budget  
Chicago Teacher Pipeline Partnership (CTPP)  
October 1, 2009 to September 30, 2014**

	Year 1	Year 2	Year 3	Year 4	Year 5	Total by Category	% of Total
Praxis I: Pre-Professional Skills Test (for Pre-Service Recruits)-entering Juniors	4,800	4,800	4,800	4,800	4,800		
Praxis II: Subject Tests (Elementary Education: Content & Curriculum, Instruction, and Assessment)-entering Juniors	4,480	4,480	4,480	4,480	4,480		
Praxis II: Subject Tests (Elementary Education: Content & Curriculum, Instruction, and Assessment)-before graduation	4,000	4,000	4,000	4,000	4,000		
Consulting re: Induction: Charlotte Danielson Group	4,500	4,500	4,500	4,500	4,500		
Content/Pedagogy Specialist/Consultants for Institutional Work Groups	3,000	3,000	3,000	3,000	3,000		
Teacher Stipends for Work Group Participation 5 teachers in Year 1	15,000						
7 teachers in Years 2-5		21,000	21,000	21,000	21,000		
Teacher Professional Development for 5 or more teachers per year from 5 partner schools	50,000	50,000	50,000	50,000	50,000		
Copying/printing: University Partner	3,600	3,600	3,600	3,600	3,600		
<b>8 Other</b>	<b>86,740</b>	<b>96,740</b>	<b>96,180</b>	<b>96,180</b>	<b>96,180</b>	<b>472,020</b>	<b>19.0%</b>
Communications	500	500	500	500	500		
Postage	200	200	200	200	200		
<b>9 Total Direct Costs</b>	<b>700</b>	<b>700</b>	<b>700</b>	<b>700</b>	<b>700</b>	<b>3,500</b>	<b>0.1%</b>
<b>10 Indirect Costs @ 8% of Total Direct Costs</b>	<b>402,734</b>	<b>431,724</b>	<b>479,455</b>	<b>492,931</b>	<b>498,702</b>	<b>2,305,546</b>	<b>92.6%</b>
<b>11 Training Stipends</b>	<b>32,219</b>	<b>34,538</b>	<b>38,356</b>	<b>39,434</b>	<b>39,896</b>	<b>184,444</b>	
<b>12 Total Costs</b>	<b>434,953</b>	<b>466,262</b>	<b>517,811</b>	<b>532,365</b>	<b>538,598</b>	<b>2,489,990</b>	<b>100.0%</b>
	17.5%	18.7%	20.8%	21.4%	21.6%	100.0%	

**Loyola University Chicago Partner Budget**  
**Chicago Teacher Pipeline Project**  
**Periodt: 10/1/09 -9/30/2014**

			Yr1	Yr1	Yr 2	Yr 2	Yr 3	Yr 3	Yr4	Yr 4	Yr5	Yr5	TOTAL	TOTAL
			Grant	LUC	Grant	LUC	Grant	LUC	Grant	LUC	Grant	LUC	Grant	LUC
Dean of SOE-Prasse-in kind yrs 1-5		5.0%	-	(b)	-	(b)	-	(b)	-	(b)	-	(b)	-	(b)
Student Teaching Director--Sue Hill (staff)	(b)	5.0%	-	(b)	-	(b)	-	(b)	-	(b)	-	(b)	-	(b)
SOE CTPP Coordinator--Dorothy Giroux -AY	(b)	50.0%	40,000	(4)	41,200	(4)	42,436	(4)	43,709	(4)	45,020	(4)	212,365	(4)
SOE Faculty/Recruitment--Dorothy Giroux-SS	(6)	12.5%	10,000		10,300		10,609		10,927		11,255		53,091	
SOE Faculty/Math Methods--Jim Breunlin		12.5%	8,750		9,013		9,283		9,561		9,848		46,455	
SOE Faculty/Science Methods--Leah Bricker		12.5%	8,750		9,013		9,283		9,561		9,848		46,455	
SOE Faculty/Literacy --Jane Hunt		12.5%	8,750		9,013		9,283		9,561		9,848		46,455	
SOE Faculty/ELL		12.5%	8,750		9,013		9,283		9,561		9,848		46,455	
SOE FacultSPED--Kimberly Their		12.5%	8,750		9,013		9,283		9,561		9,848		46,455	
SOE Faculty /Assessment		12.5%	8,750		9,013		9,283		9,561		9,848		46,455	
SOE Faculty/Clinical		12.5%	8,750		9,013		9,283		9,561		9,848		46,455	
Dean of CAS-Fennel -in kind yrs 1-5		5.0%	-		-		-		-		-		-	
CAS Co-Coordinator	\$81,050	25.0%	20,263		20,870		21,496		22,141		22,806		107,576	
CAS Faculty/Math Content	\$70,000	12.5%	8,750		9,013		9,283		9,561		9,848		46,455	
CAS Faculty/Science Content	\$70,000	12.5%	8,750		9,013		9,283		9,561		9,848		46,455	
CAS Faculty/Literacy	\$70,000	12.5%	8,750		9,013		9,283		9,561		9,848		46,455	
CAS Faculty/ELL	\$70,000	12.5%	8,750		9,013		9,283		9,561		9,848		46,455	
CASFaculty/Recruitment	\$70,000	12.5%	8,750		9,013		9,283		9,561		9,848		46,455	
Faculty Fringes @ 21.1%		21.1%	36,980		38,090		39,232		40,409		41,622		196,334	
Staff-Academic Coach (Year 1-5)	\$30,000	100.0%	30,000		30,900		31,827		32,782		33,765		159,274	
Staff-Academic Coach (Years 3-5)	\$30,000	100.0%	-		-		31,827		32,782		33,765		98,374	
Full time Program Assistant	\$38,000	100.0%	38,000		39,140		40,314		41,524		42,769		201,747	
Staff fringes @ 23.4%		23.4%	15,912		16,389		24,329		25,058		25,810		107,499	
Supplemental Faculty 4 in Year 1		Supplmt	12,000		-		-		-		-		12,000	
Supplemental faculty 8 in Year 2-5		Supplmt	-		24,000		24,000		24,000		24,000		96,000	
Faculty Fringes @ 21.1%		21.1%	2,532		5,064		5,064		5,064		5,064		22,788	
<b>TOTAL FACULTY &amp; FRINGES</b>			<b>310,687</b>		<b>334,104</b>		<b>382,529</b>		<b>393,133</b>		<b>404,055</b>		<b>1,824,508</b>	
<i>Teacher Stipends for Work Group Participation</i>														
5 teachers in Year 1 @ 3,000 p yr			15,000		-		-		-		-		15,000	
7 teachers in Years 2-5			-		21,000		21,000		21,000		21,000		84,000	
<i>Travel:</i>														
Local Travel -Mileage .55 x1000			550		550		550		550		550		2,750	
Required Travel			1500		1500		1500		1500		1500		7,500	
Conference Travel-4 trips @ 1,500			6000		6000		6000		6000		6000		30,000	
<i>Supplies</i>														
Reference/Publications and Research Materials			10000		10000		10000		10000		10000		50,000	
Institutional Work Group Sessions (10/semester)			2400		2400		2400		2400		2400		12,000	
Professional Development for cooperating and mentor teachers			15000		15000		15000		15000		15000		75,000	
Technology (laptops for CTPI)			4000		-		-		4000		-		8,000	
Office Supplies			1200		2400		2400		2400		2400		10,800	
<i>Contractual Services:</i>														
Haberman Star Teacher Pre-Screener (for Pre-Service Recruits)-entering Freshmen			800		800		800		800		800		4000	
Haberman Star Teacher Pre-Screener (for Pre-Service Recruits)-entering Juniors			560		560		-		-		-		1120	
Praxis I: Pre-Professional Skills Test (for Pre-Service Recruits)-entering Juniors			4,800		4800		4800		4800		4800		24000	

**Loyola University Chicago Partner Budget  
Chicago Teacher Pipeline Project  
Period: 10/1/09 -9/30/2014**

Praxis II: Subject Tests (Elementary Education Content & Curriculum, Instruction, and Assessment): entering Juniors	4,480	-	4480	-	4480	-	4480	-	4480	-	22400	-
Praxis II: Subject Tests (Elementary Education Content & Curriculum, Instruction, and Assessment): before graduation	-	-	4000	-	4000	-	4000	-	4000	-	20000	-
Consulting re: Induction: Charlotte Danielson Group	4500	-	4500	-	4500	-	4500	-	4500	-	22500	-
Content/Pedagogy Specialist/Consultants for: Institutional Work Groups: Teacher Professional Development for 5 or more teachers per year from 5 partner schools:	3000	-	3000	-	3000	-	3000	-	3000	-	15000	-
<i>Other</i>	50000	-	50000	-	50000	-	50000	-	50000	-	250000	-
Communications	500	-	500	-	500	-	500	-	500	-	2500	-
Postage	200	-	200	-	200	-	200	-	200	-	1000	-
Copying/printing: University Partner	3600	-	3600	-	3600	-	3600	-	3600	-	18000	-
Tuition Waivers for Cooperating Teachers:	-	-	-	59250	-	59250	-	59250	-	59250	0	177,750
<b>TOTAL DIRECT COSTS</b>	\$438,777	\$26,712	\$469,394	\$27,514	\$517,259	\$87,589	\$531,863	\$88,439	\$538,785	\$89,315	\$2,496,078	\$319,569
<b>F&amp;A @ 8%</b>	\$35,102	-	\$37,551	-	\$41,381	-	\$42,549	-	\$43,103	-	\$199,686	-
<b>TOTAL PROJECT COST PER YR</b>	\$473,879	\$26,712	\$506,945	\$27,514	\$558,640	\$87,589	\$574,412	\$88,439	\$581,888	\$89,315	\$2,695,764	\$319,569



**Chicago Public Schools Budget  
Chicago Teacher Pipeline Partnership  
October 1, 2009 to September 30, 2014**

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
<b>Salary</b>		4% / yr increase			
Pipeline Coordinator, L. Goud	(b)(6)	(b)(6)	(b)(6)	(b)(6)	(b)(6)
<b>Benefits @ 33%</b>					
<b>Total Direct Costs</b>	99,750	103,740	107,890	112,205	116,693
<b>Indirect of 1.85%</b>	1,845	1,919	1,996	2,076	2,159
<b>Total</b>	101,595	105,659	109,886	114,281	118,852

**Council of Chicago Area Deans of Education Budget  
Chicago Teacher Pipeline Partnership  
October 1, 2009 to September 30, 2014**

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
<b>Program Associates (2) @ 80%</b>					
<b>Data Manager @ 50%</b>					
<b>Total Salaries</b>	151,211	151,211	151,211	151,211	151,211
<b>Benefits @ 30%</b>	45,363	45,363	45,363	45,363	45,363
<b>Total Direct Costs</b>	185,185	185,185	185,185	185,185	185,185
<b>Indirect of 8%</b>	3,426	3,426	3,426	3,426	3,426
<b>Total</b>	200,000	200,000	200,000	200,000	200,000

**Chicago Teacher Pipeline Partnership Cost Sharing**  
**October 1, 2009 - September 30, 2014**

	Yrs 1 + 2	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total Federal Request</b>	6,106,010	2,967,624	3,138,386	3,420,992	3,485,355	3,527,902
<b>Total Cost Sharing</b>	(b)(4)					
	32.64%	25.39%	39.49%	100.00%	100.00%	100.00%
<b>Chicago Public Schools Cost Sharing</b>						
<b>Personnel</b>						
Deputy CEO of Human Capital Alan Anderson	(b)(6)					
<b>Fringes</b>						
33% of salaries				(b)(4)		
<b>Total Compensation</b>						
<b>Other</b>						
Match generated by teacher contact hours for supervised field experiences in Years 2 - 5						
TQP Match generated through teacher induction @ \$7,200 per teacher						
	Program	Number of				
	Level	Teachers				
Induction	Year 1	100	x	7,200		
Induction	Year2	100	x	7,200		
Total CPS Match for Induction						
<b>Subtotal Other</b>						
<b>Total CPS Match</b>						
<b>Universities' Cost Sharing</b>						
<b>UIC</b>						
<b>Personel</b>						
Dean, College of Education Victoria Chou	(b)(6)					
Sr. Associate Dean, College of Arts & Sciences Jessica Williams						(b)(6)
Field Experience Manager Cyndie Shannahan						
Budget Manager Jim Ziegler						
Human Resources Manager Cathy Foley-DiVittorio						
<b>Subtotal Personnel</b>						
<b>Fringes</b>						

Chicago Teacher Pipeline Partnership Cost Sharing  
 October 1, 2009 - September 30, 2014

	Yrs 1 + 2	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Yr 1</b>		20,666				
31.10% of Salaries						
<b>Yr 2</b>			23,722			
34.66% of Salaries						
<b>Yr 3-5</b>				25,350	26,111	26,894
35.96% of Salaries						
<b>Total LUC Compensation</b>		87,415	92,165	95,847	98,722	101,684
<b>NEIU Personnel</b>						
Dean, College of Education						
Maureen Gillette	5% x	6,826	7,031	7,242	7,459	7,683
Dean, College of Arts & Sciences						
Wamucci Nojcu	5% x	6,749	6,952	7,160	7,375	7,596
Clinical Experiences & Student Teaching Director						
Catherine Wycoff	5% x	3,500	3,605	3,713	3,825	3,939
<b>Subtotal Personnel</b>		17,076	17,588	18,116	18,659	19,219
<b>Fringes</b>						
Health Insurance	18,216 x % appointment	2,732	2,732	2,732	2,732	2,732
SURS + Medicare	11.08% salaries	1,892	1,949	2,007	2,067	2,129
<b>Subtotal Fringes</b>		1,892	1,949	2,007	2,067	2,129
<b>Total NEIU Compensation</b>		18,968	19,537	20,123	20,726	21,348
<b>LUC Personnel</b>						
Dean, College of Education						
David Prasse	5% x	7,066	7,349	7,643	7,949	8,267
Dean, College of Arts & Sciences						
Frank Fennel	5% x	10,000	10,400	10,816	11,249	11,699
Field Experience Coordinator						
Sue Hill	5% x	3,296	3,428	3,565	3,708	3,856
<b>Subtotal Salaries</b>		20,362	21,177	22,024	22,905	23,821
<b>Fringes</b>						
21.10% % of Salaries		4,296	4,468	4,647	4,833	5,026
<b>Total LUC Compensation</b>		24,659	25,645	26,671	27,738	28,847
<b>NLU Personnel</b>						
Dean, College of Education						

Chicago Teacher Pipeline Partnership Cost Sharing  
 October 1, 2009 - September 30, 2014

						Yrs 1 + 2	Year 1	Year 2	Year 3	Year 4	Year 5
Allison Hilsabeck Dean, College of Arts & Sciences Martha Casazza Field Experiences Manager						(b)(6)	(b)(6)				
<b>Subtotal Salaries</b>											
<b>Fringes</b> 26.50% of salaries							4,884	5,080	5,283	5,494	5,714
<b>Total NLU Compensation</b>							23,316	24,249	25,219	26,228	27,277
<b>Other</b>											
Yr 1	Tuition Reduction	1,830	x	50	students	91,500					
Yr 2-5	Tuition Reduction	1,830	x	100	students		183,000	183,000	183,000	183,000	
<b>Total NLU Tuition Reductions</b>							91,500	183,000	183,000	183,000	183,000
<b>Total NLU Cost Sharing</b>							114,816	207,249	208,219	209,228	210,277
<b>Chicago Community Trust</b>											
<b>Personnel</b>							185,000	185,000	185,000	185,000	185,000
<b>Fringes</b> 35.00%							64,750	64,750	64,750	64,750	64,750
<b>Total Compensation</b>							249,750	249,750	249,750	249,750	249,750
<b>Supplies</b> Conferences and Summits							100,250	100,250	100,250	100,250	100,250
<b>Contractual</b>											
Illinois State Board of Education							75,000	75,000	75,000	75,000	75,000
Illinois Board of Higher Education							75,000	75,000	75,000	75,000	75,000
<b>Subtotal Contractual</b>							150,000	150,000	150,000	150,000	150,000
<b>Total Chicago Community Trust Cost Sharing</b>							500,000	500,000	500,000	500,000	500,000
<b>Total Cost Sharing Summary</b>											
<b>Personnel</b>							313,319	317,617	322,061	326,658	331,411
<b>Fringes</b>							98,469	102,028	104,180	105,483	106,830
<b>Supplies</b>							100,250	100,250	100,250	100,250	100,250
<b>Contractual</b>							150,000	150,000	150,000	150,000	150,000
<b>Other</b>							91,500	569,505	2,744,502	2,802,965	2,839,411
<b>Total Direct Costs</b>							753,538	1,239,400	3,420,992	3,485,355	3,527,902